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# LEGAL CONTROL OF PSYCHOLOGICAL PRACTICE<sup>1</sup>

DAEL WOLFLE<sup>2</sup>

*Commission on Human Resources and Advanced Training*

CERTIFICATION or licensing laws to control the practice of psychology are enacted by state legislatures. Such laws must therefore incorporate the principles which the state legislature, the psychologists within a state, and the other interested professional groups in that state can agree are desirable for the protection of the public. Since local conditions and legal precedents differ from state to state, different laws can be expected. Nevertheless, it is desirable to have such laws as uniform as possible. The following principles are therefore offered as guides to those persons in any state who are actively involved in the

development of a certification or licensing law. The principles are offered, moreover, with the caution that a good deal of time and effort must be devoted to developing a satisfactory bill; the problems involved are too complex to be solved hastily. Before a bill is introduced into the state legislature great care should be taken to make certain that it is approved by psychologists and related professional groups and that its provisions are acceptable to the government agency which will be responsible for its administration.

## DEFINITION OF TERMS

*Certification* is optional on the part of the psychologist. It is not required for practice by law or governmental regulation. Either a government agency or a psychological association may issue certificates indicating a certain level of competence. The diploma of the American Board of Examiners in Professional Psychology is an example of a voluntary certificate. It is a badge of competence but it is not required for practice.

*Licensing* is a type of legal regulation which requires meeting certain standards in order to practice or to accept certain types of employment. It normally involves penalties either on the employer or practitioner for violation.

*Mandatory certification* is an intermediate type of control which is sometimes found. As with licensing, certain standards must be met and penalties are involved. An example is the requirement of a certificate in order to be appointed as a school psychologist.

When used alone throughout this paper, the word certification should be interpreted as including both voluntary and mandatory certification and licensing. Where differences among these three are intended to be brought out, the individual terms will be used.

In general, the difficulty both of writing and of enforcing legislation increases from voluntary certification through mandatory certification to licensing. Voluntary certification is easiest because it does not interfere with the practice of people who

<sup>1</sup> In March 1950 the Board of Directors of the APA asked Dael Wolfle to review the various written statements on certification and licensing and to prepare recommendations concerning laws to control psychological practice. Though initiated at the request of the Board of Directors, the present paper is not an official set of principles and recommendations. It is published now with the idea that psychologists, both as individuals and as members of State Psychological Associations, will deal more wisely and effectively with current problems of certification and licensing if they have at hand the results of Dr. Wolfle's long, concerned and perceptive experience with these matters.

FILLMORE H. SANFORD.

<sup>2</sup> Although I am wholly responsible for this paper and the recommendations it contains, in preparing it I have drawn heavily upon a number of sources: recommendations of the Committee on Certification and Licensure of the Conference of State Psychological Associations; recommendations of the APA's Committee on Certification and Licensure; study of bills which have been drawn up in several states; numerous discussions with interested persons in the states contemplating such legislation; and the deliberations of two conferences attended by representatives of the American Association of Psychiatric Social Workers, the American Management Association, the American Psychiatric Association, the National Education Association, the National Vocational Guidance Association, and the Society for the Advancement of Management. Representatives of these organizations very generously met with representatives of the APA to consider the effects which laws controlling psychological practice would have on related professions.

I am grateful for the careful criticism which Edward S. Bordin, William McGehee, James G. Miller, Milton Saffir, Vernon P. Scheidt, Laurance F. Shaffer, Carroll L. Shurtle, and G. R. Wendt gave to an earlier version of this paper.

are not certified. Mandatory certification is more difficult because certain types of employment are barred to those without the required certificate. Licensing is most difficult because its intent is to bar completely from public practice those who do not possess a license.

*Purpose:* The basic purpose of legal controls over psychological practice is to protect the public against incompetent and unethical practice. While legal controls will also benefit the psychological profession, and while those benefits are desirable, they are not and should never be thought of as the reason for seeking legislation.

#### RECOMMENDATIONS

1. Licensing, if properly carried out, is the most desirable type of legal control since it affords the greatest amount of protection to the public. A licensing law should, therefore, be the ultimate goal of efforts to establish legal control of psychological practice.

2. Voluntary certification provides the public with a list of approved psychologists and hence with a criterion that can be used in selecting psychological consultants. It is therefore desirable. In some states it may be possible to agree upon voluntary certification legislation at a time when licensing legislation cannot be agreed upon. In such cases voluntary certification may provide a valuable preparation for a later licensing law. Voluntary certification by the State Psychological Association and certification by the State Department of Education of psychologists qualified in activities coming under the cognizance of that department may also help prepare for a later licensing law.

There is also an undesirable aspect of certification legislation: it enhances and in a sense legalizes the uncertified as well as the certified practitioner. In the absence of legislation, the quack may be presumed to be practicing only as long as there is no law. Certification legislation, however, legally states that he may practice even though he is denied the state's certificate of competence. Accountants have had considerable experience with this situation. Certification legislation has conferred C.P.A. status on a number of able accountants. But it has also advertised accounting generally and has increased the practice of uncertified accountants as well as certified ones.

Since certification would have harmful as well as

desirable effects it should be considered very carefully in terms of the best legal advice available.

3. All fields of applied psychology should be covered by the same law. There should not be separate laws for clinical psychologists, industrial psychologists, school psychologists, and other specialists within psychology. Whether psychologists should have a general certificate or license similar to that granted by a medical practices act or should be given certificates or licenses in designated specialties is a moot question. Separate laws should not be enacted for the different specialties, but the Board of Examiners can be empowered to issue certificates of competence or licenses to practice in the different specialties.

The major reason for this recommendation is the impossibility of writing a definition of one kind of psychologist which does not infringe upon the activities and responsibilities of other psychologists. For example, a definition of the activities of clinical psychologists cannot be written without including some of the things done by school psychologists and guidance psychologists.

4. Certification at the full professional level of competence and responsibility should require the PhD plus one year of adequately supervised qualifying experience. The experience may be gained subsequent to the granting of the PhD or may be included as part of the program leading to that degree. It may be a formal internship or may be a year of supervised experience under a certified psychologist.

Certification of psychological technicians is appropriate at the level of the master's degree in psychology plus appropriate experience. Psychological technicians should be required to work under the supervision of professional personnel trained in that specialty and considered by the Board of Examiners to be able and competent to supervise the technicians. Certification of psychological technicians should specify the field of psychological practice in which the technician is qualified.

The preceding recommendations concerning the educational requirements for certification have the approval of most of the groups which have considered the problem. At the same time, they present difficulties. The primary difficulty is that for work in clinical psychology, the PhD is generally accepted as necessary for full professional responsibility. For work as a school psychologist, as an industrial psychologist, or as a counseling and

guidance psychologist, however, the PhD is less generally accepted as necessary for work at the journeyman level.

5. A grandfather clause is necessary for the first few years of operation of a certification law in order to provide for the certification of established psychologists who can, to the examining board's satisfaction, demonstrate their competence, even though they have not met the precise educational or experience requirements established under the act.

The grandfather clause should specify the minimum qualifications of those eligible for certification under it. While liberality is expected in granting certificates to those who come under the grandfather clause, the primary purpose of protecting the public should not be forgotten. It is therefore appropriate to specify the minimum training, minimum experience, or both, of "grandfathers."

The board should have the right to examine applicants coming under the grandfather clause to determine that they meet satisfactory standards of competence.

6. The definition of psychological practice must be general enough to avoid freezing psychological practice in its present form. It should therefore not state highly specific things that now characterize such practice. Probably the most thoroughly considered definition is this one from the bill introduced in the Assembly of the State of New York in 1950:

A person practices psychology within the meaning of this act, except as hereinafter stated, when he renders to individuals or to the public any service involving the professional application of recognized principles, methods and procedures of the science and profession of psychology, or when he holds himself out as being able to, or undertakes by whatever means to evaluate, appraise or classify mental abilities, personality characteristics, or personal or interpersonal maladjustment, or to perform psychological reeducation, psychological readjustment, psychological guidance or counseling.

A good many difficulties can be anticipated before a definition of psychological practice is accepted, either by the psychologists within a state or by related professional groups. The major difficulty lies in the fact that psychologists use tech-

niques which are also part of the appropriate and legitimate activities of other specialties. Interviewing is part of the normal procedure of employment interviewers, school teachers, ministers, psychiatrists, and many others. Administration of standardized tests, as a second example, is as normal a part of educational practice as it is of psychological practice. It is necessary to write a definition of psychological practice which does not encroach on other professional fields.

The words *diagnosis* and *therapy* may cause trouble in writing a satisfactory definition. Psychologists sometimes like to apply those terms to some of their activities and certainly some of those activities are diagnostic and some are therapeutic in the general meaning of these words. Yet both in medical and frequently also in lay usage the terms are interpreted in their more restricted meaning of medical diagnosis and therapy. It may therefore be easier to secure support of the state medical society if the definition of psychological practice does not include these two words.

7. Exemptions of certain types of persons and certain types of activities are usually necessary as one of the provisions of a licensing act. Exemptions are not necessary in a certification act since the certificate is not required for practice or employment.

a. Medical practice is defined in the medical practices acts of all states. Consequently, a statement in a licensing bill for psychologists that "nothing in this act shall be construed as permitting the practice of medicine" is not necessary on legal grounds. Such a statement is, however, frequently desired by the state medical society. It is a good idea, therefore, to include it.

b. Members of other professions such as social work and vocational guidance should not have to be certified as psychologists. It is also frequently necessary to specify that school teachers, in dealing with students, and ministers of regularly established churches, in dealing with members of their own churches, will not be prohibited by the act from carrying on their normal responsibilities to those persons.

c. It is sometimes necessary to exempt the employees of certain public agencies which set their own employment standards. Such exemptions are common in medical practices acts. For example, doctors employed by a military service are not normally required to have a state medical license as

long as their practice is restricted to members of the military service. Comparably, psychologists employed by a military service, by a state or federal government, or by a public school system may be exempted from the necessity of having a license as long as their services are restricted to the members of the agency which employs them.

d. It may also be necessary to exempt people who perform certain types of duties as long as they are not called psychologists. For example, an industry may be exempted from the necessity of employing a licensed psychologist to interview prospective employees and give tests to determine their employability and classification.

8. A clause granting the right of privileged communication should be included in a certification or licensing act.

#### RESPONSIBILITIES OF THE STATE

1. It is a responsibility of the state in enacting a certification law to establish a qualified board of examiners whose responsibility it will be to determine who is qualified for the state's certificate. Where the laws or customs of the state permit, it is appropriate to have the act specify that the state psychological association shall name a panel of persons from which members of the board of examiners must be selected. It is also appropriate to require, after the initial board members have been appointed, that board members be certified psychologists.

2. In order to allow the board of examiners to determine who is qualified for the state certificate, the board should be given authority to conduct examinations, written or oral or both, and to determine the acceptability of the institution from which an applicant received his training.

3. The board of examiners must have final authority for making its own determinations of who is qualified. It can be permitted to grant certificates without examination to psychologists who have been approved by other agencies, such as the American Board of Examiners in Professional Psychology or the boards of examiners of other states with which reciprocity has been established, but it should not be required to grant certificates to such persons.

4. The board should have the authority to revoke or to suspend certificates when, in its judgment, revocation or suspension is in the public interest.

5. The board should be provided adequate funds for its operations. Part or all of these funds may come from the fees for certification, which should be nonrefundable so that the board will avoid being in the position of acting favorably in order to retain financial support.

6. The board should have authority to establish its own operating procedures.

#### RESPONSIBILITIES OF A CERTIFIED PSYCHOLOGIST

1. As a supplement to the certification bill there should be other controls to insure that a certified psychologist will limit his practice to those areas in which he is qualified. These other controls are partly the responsibility of the individual psychologist and partly the responsibility of psychological organizations.

2. It is the responsibility of a certified psychologist to make appropriate use of other specialists. In dealing with cases where other than purely psychological factors may be major elements in the total problem it is the responsibility of the certified psychologist to make use of his psychiatric, medical, legal, educational, and other professional colleagues. But in the legislation it is inappropriate to include dictation of the nature and extent of interprofessional relationships.

#### RESPONSIBILITIES OF ORGANIZED PSYCHOLOGY

The responsibilities and privileges granted to certified psychologists by a state law impose certain obligations upon the state and national associations of psychologists.

1. Organized psychology should assume responsibility for cooperating with the universities in order to make certain that psychologists who will be expected to be certified will receive proper training.

2. Organized psychology should assume the responsibility for thorough indoctrination of graduate students of psychology in concern for the welfare of their clients and the maintenance of high ethical standards.

3. Organized psychology should assume responsibility for establishing ethical codes for the guidance of practicing psychologists and should establish procedures for ensuring compliance with those ethical standards.

#### MAJOR DIFFICULTIES

In addition to the difficulties pointed out above, such as the difficulties of defining psychological



practice and establishing the appropriate levels for certification, there are two difficulties which are likely to be encountered by the psychologists within a state working on legislative problems.

1. One is a failure to anticipate the very large amount of preparatory work necessary to write a bill, secure its approval by the related groups which have a legitimate interest in such legislation and whose support is necessary for its passage, and to secure the necessary support in the state legislature. The symposium in the May 1950 *American Psychologist* describes very well much of the preparatory work necessary.

2. The other difficulty is the danger of enactment of legislation restricting the practice of psychology. Attempts have been made in several states within recent years to enact laws which, if strictly interpreted, would make all psychological practice illegal unless engaged in by persons licensed under the state medical practices act. Such laws are not in the public interest. They may have been introduced in a well intentioned effort to eliminate quacks and they may have been intended to apply only to clinical psychology. Regardless of their motivation, these laws would affect counseling, industrial, and school psychologists as well as clinical psychologists. Their effect would be to outlaw all psychological services except those carried out under medical supervision or by people trained in medicine.

The enactment or failure of enactment of any bill is partly a matter of the strength and organized activity of the group or groups interested in the bill. Psychologists are obviously the group most actively concerned with the establishment of legal controls over the practice of psychology. In most instances, however, psychologists are not a large enough or strongly enough organized group to secure the passage of certification laws if those laws are opposed by other responsible professional groups. Psychologists are, however, strong enough to prevent the enactment of restrictive legislation when such bills are introduced into a state legislature.

#### TIME SCHEDULE

The psychologists within a state should not be in too great a hurry to enact certification laws. The difficulties of writing sound legislation are so great that considerable time and much preparatory work are necessary before a bill is ready for introduction. State laws can of course be amended after they have been tried out for several years. Nevertheless it is desirable to spend as much time as is necessary in securing general agreement upon the most desirable form of legislation for a particular state before making an all-out effort to secure its enactment.

*Manuscript received September 30, 1950*



# RECLASSIFICATION OF STATE-EMPLOYED PSYCHOLOGISTS IN CONNECTICUT

MILTON COTZIN

*The Southbury Training School*

AND

JULES D. HOLZBERG

*Connecticut State Hospital*

WHILE the increased utilization of psychology in federal services has received special emphasis, state agencies, which are charged with the responsibility of caring for and treating the greatest number of individuals, have lagged behind in availing themselves of the contributions and services of clinical psychologists. Until quite recently, the delay in recognizing the enhanced role of psychology has been as true of the state agencies in Connecticut as of those of most of the other states.

In January, 1949, the Connecticut State Psychological Society (CSPS) became aware of the fact that Connecticut was seriously losing ground in its utilization of clinical psychology by its inability to attract and to keep well-trained psychologists in state service. At that time, only fifteen of twenty-eight professional positions for psychologists authorized under the state merit system were filled. It was apparent that the most crucial causes for this situation were the inadequate job specifications and salary levels of state psychologists. The CSPS decided to undertake a study of this problem.

The purpose of this paper is to describe the methods and chronological events that led to a complete reclassification of psychologists in state service. It is hoped that a description will be helpful to other state societies which face similar problems in their state agencies.

## APPROACH TO THE PROBLEM

The CSPS appointed Milton Cotzin, director of Psychological Laboratories, Southbury Training School, as chairman of a Committee on Psychologists in State Service and authorized him to select a representative committee and to study the problem in all of its phases throughout the state. Other committee members were Liselotte K. Fischer, clinical psychologist, Hartley-Salmon Clinic; Jules D. Holzberg, director of Psychological Laboratories, Connecticut State Hospital; and Elias J. Marsh, M.D., director, Bureau of Mental Hygiene, Department of Health. The committee was sub-

sequently enlarged to include Irvin L. Child, president of the CSPS, and Walter R. Miles, chairman of the State Board of Examiners of Psychologists of Connecticut, both from Yale University.

This committee undertook careful and thorough study of: (1) job specifications and salaries of psychologists in state service in Connecticut; (2) the actual duties being performed by these psychologists; (3) specifications and salaries for psychologists employed in the various branches of the federal government, including the Veterans Administration and the United States Public Health Service, in many state and local governmental agencies, and in a variety of private organizations; (4) requirements and salaries for all clinical positions announced in twelve issues (September 1948 to August 1949) of the *American Psychologist*; (5) salaries of psychologists in non-clinical fields; and (6) classifications and salaries of other professional groups in state service in Connecticut, e.g. medicine, social work, and education.

In addition, the committee studied ways and means by which its recommendations could best be put into practice.

## FINDINGS OF THE COMMITTEE

The survey conducted by the committee confirmed the original impression of the CSPS that Connecticut's job specifications and salary levels for psychologists had failed to keep pace with the development and status of the profession throughout the nation. In addition, the existing set of job classifications, which had evolved in a piecemeal manner during the previous decade, seemed to be without plan or purpose, and resulted in confusion in the various classifications of psychologists.

The outstanding findings of this committee as given below are specific (and shocking) to Connecticut; but they may serve as leads in analyses of specifications of psychological positions in other state systems.

(1) The job specifications for psychological positions were internally inconsistent: for example,

within the specifications for the position of *Psychologist*, a PhD in psychology was considered equivalent to one year of graduate work plus one year of employment, thus disregarding the importance of the present four-year PhD program in clinical psychology.

(2) Training and experience requirements were exactly the same for different levels of positions: for example, an individual with only a bachelor's degree and no experience could qualify for both the position of *Psychology Intern* and that of *Assistant Psychologist*.

(3) A higher level position might require less training and experience than a lower level position: for example, the specifications called for nine years of experience for a *Senior Clinical Psychologist*, whereas a *Director of Psychological Laboratories*, a higher position within the state service, required only eight years of experience.

(4) There was no clear demarcation of duties and responsibilities in specifications for the various levels of positions; the same duties were listed for varying levels.

(5) Minimal knowledge, skill, and ability required were essentially the same for varying levels of positions.

(6) There was little relationship between the knowledge, skill, and ability required, and the description of duties of a given job.

(7) Job descriptions failed to describe the actual duties being performed by state psychologists. Whereas the descriptions may have been adequate for the time when they were drawn up, they failed to recognize the change in the nature of services being performed by psychologists. Thus, without exception, the functions described were on a much lower professional level than those actually being performed.

(8) There was no standardization of psychological positions in different state agencies: for example, specifications and salaries for psychologists in the Bureau of Mental Hygiene differed from those for psychologists in institutions, although the actual duties were similar.

(9) Salary levels for psychologists in all categories of positions were not consistent with the experience and training requirements, and were markedly out of line with duties actually being performed. These salaries were also below salaries being paid psychologists in many other states and were below the salaries of other professional per-

sonnel with the same degree of training within the State of Connecticut.

Because of the inequities noted above, there was dissatisfaction among currently employed psychologists in the state service, this dissatisfaction reflecting itself in frequent turnover and an inability to fill vacant positions.

It was the judgment of the committee that the inequities were the primary reasons why 46 per cent of the authorized positions for psychologists in the state service were vacant. Furthermore, it was the finding of the committee that the 28 authorized positions did not constitute a valid measure of the need for psychological services in the state, but rather reflected the frustrated attitude of administrators who felt that it was impossible to fill positions for psychologists, and therefore did not request additional authorized positions. If personnel could be procured on the basis of sound job specifications and commensurate salary levels, the committee estimated that psychological services would probably be expanded rather than curtailed.

There was evidence that many states were in the process of changing their salaries, job specifications, amount of training, and experience requirements in an upward direction. This was confirmed in a survey conducted by the Community Services Branch, United States Public Health Service; this committee reported that as this upward trend continued, Connecticut would be in an even more unfavorable position with regard to the procurement of clinical psychologists.

#### THE CLASSIFICATION SYSTEM

The committee recognized that if the situation were to be rectified, it would not be feasible to attack the problem on a piecemeal basis through simple changes in each of the existing job specifications. It was necessary to examine the classification system for psychologists as a whole and to deal with this as a total problem. The committee proceeded, therefore, to establish new levels of positions, to write new specifications for these levels, and to determine appropriate salaries that would be commensurate with the requirements of these specifications. The newly-developed series of job specifications and salary schedules overcame the inadequacies of the previous classifications and also met more adequately the needs of state agencies and the individuals they served.

The job specifications in the new classification system have the following advantages:

(1) They are internally consistent insofar as experience and training, examples of duties, and knowledge, skill, and ability are concerned.

(2) They clearly describe and delineate in a progressive fashion the functions of the varying levels of psychological positions.

(3) The stated duties describe the actual functions which psychologists perform in various state agencies at the present time.

(4) Educational and training requirements for each level of position are commensurate with the duties involved.

(5) The proposed job descriptions have been so standardized that they can be utilized by any state agency employing clinical psychologists.

(6) The recommended salary levels are minimally commensurate with salaries paid for comparable psychological positions throughout the nation and are consistent at all levels with the experience and training required and the duties involved.

Table 1 is a comparison of the previous and present minimum training, experience requirements, and salary levels for the various psychological positions in Connecticut. This table demonstrates several proposals that the CSPS put into effect in the interest of the profession: (1) the titles of the positions were changed so that the job classifications not only conform in their titles to existing

factors throughout the nation, but also lend uniformity to the classification of psychologists in the state service; (2) the recommended classification system eliminated one of the old levels, that of *Assistant Psychologist*, the requirements for which had been no greater than that of the *Psychology Intern*; (3) the experience requirement at the lowest level, *Psychology Intern*, was raised from a college degree only to a minimum of a college degree plus one year of experience or a college degree plus one year of graduate study; (4) with the requirement of the *Psychology Intern* as a base, the years of experience and training prerequisites for the higher levels of positions were raised, thus making for uniformity of progression between positions and also meeting more adequately the description of the duties and functions involved at the different levels; and (5) the recommended salary schedules for each of the new positions were in keeping with the increases in training and experience required for each level.

#### PLAN FOR ACTION

Above and beyond the setting up of a satisfactory classification system, the committee felt responsible for formulating an effective plan for putting the recommendations of the committee into practice. First, the completed study of the committee was presented to the Council of Directors of the CSPS. The Council unanimously supported the findings and recommendations and agreed with the committee's proposal that any recommendations submitted to the state administration should be supported by endorsing letters from the chairmen of psychology departments in universities in Connecticut, from the chairman of the State Board of Examiners of Psychologists of Connecticut, and from Karl F. Heiser, Administrative Officer of the Committee on Training in Clinical Psychology, American Psychological Association. The latter had been a leader in the development of the first specifications for psychologists in the State of Connecticut and was himself a resident of the state at the time the present survey was undertaken.

The committee's plan now called for direct contact by the CSPS with the most pertinent state officials. Thus, the committee's complete report, plus the readily secured letters of endorsement, was submitted with a covering letter by Irvin L. Child, president of the CSPS, to the Honorable

TABLE 1

Comparison of previous and present minimum requirements and salaries for psychological positions in Connecticut

Years of Experience and Training Beyond a College Education*	Previous Classification Title	Previous Salary Range	Present Classification Title	Present Salary Range
0	Intern	\$ 0-2100		
0	Assistant Psychologist	2460-3060		
1			Intern	\$1980-2460
2	Psychologist	3000-3900	Junior Clinical Psychologist	3000-4080
3	Clinical Psychologist	3480-4380		
4			Clinical Psychologist	4140-4860
5	Senior Clinical Psychologist	4680-5640		
6			Senior Clinical Psychologist	5100-6060
7	Director	5160-6120		
8			Director	6420-7620

\* This table is based on the assumption that the experience which could qualify one for these positions would normally be obtained after completion of a college education.

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RECLASSIFICATION OF PSYCHOLOGISTS IN CONNECTICUT

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Chester Bowles, Governor of Connecticut. Copies were also sent to James B. Lowell, Commissioner of Finance and Control and to Glendon A. Scoboria, Personnel Director for the State of Connecticut. These three officials comprise the State Personnel Board which makes the final decisions on problems such as the one at hand.

The next step was personal contact with the Governor to discuss the problem and the recommended proposals. Such a request by the president of the Society led to a conference with the Governor's Executive Secretary. Participating in this meeting were members of the committee supplemented by other members of the CSPS. The Executive Secretary was favorably impressed and thus, at the request of the Governor's Office, the State Personnel Department undertook its own study of the problem. The results of their investigation paved the

way for a final meeting between the Commissioner of Finance and Control, the Personnel Director, the president of the CSPS, the chairman of the State Board of Examiners of Psychologists, and the present authors. At this meeting the original proposals of the committee, with minor changes, were accepted by the state officials, and the final details for putting the new classification system into operation were worked out.

On January 1, 1950, the job specifications and salary schedules recommended by the Connecticut State Psychological Society were put into practice by the State of Connecticut. The number of authorized positions for state psychologists has since increased and vacant positions are being readily filled with qualified personnel.

*Manuscript received July 24, 1950*



# JOB CLASSIFICATIONS AND SALARIES OF CLINICAL PSYCHOLOGISTS IN STATE SERVICE

GEORGE R. MURSELL

*Oregon Fairview Home*

IN March 1950 letters were sent out to the State Civil Service Commission or Merit System of each of the 48 states, asking for job descriptions and salary scales for the positions in the state service in the field of clinical psychology. Almost half the states responded at once, but the others required additional letters addressed to various state departments before sufficient data were on hand to tabulate. Delaware furnished no data; Maine and Texas are in process of revising all positions and salaries and the new revisions were not completed; and the material from Mississippi, Ohio, and Vermont had not been received at the time this tabulation was made. I decided to publish what was on hand, since salaries are in a state of flux. To hold up the data any longer would only bring about further complications due to other states revising their positions for presentation to their respective legislatures during the coming session (such is the case with Oregon, Idaho, and several other states). Space has been left in Table 1 for these data when they become available.

All states have a Merit System or a Civil Service System covering the grant-in-aid programs, but in some states the various departments have separate sets of job qualifications and salary scales for similar types of positions. This study therefore does not necessarily cover the salary schedules of all positions in clinical psychology in each state.

Psychologists employed by school systems are not included in this survey.

Table 1 shows the classifications, salary ranges, and minimum qualifications of clinical psychologists as set up by the state service. Some job descriptions actually listed the university degree necessary for a particular job classification, but usually the job specification listed graduation or the number of years of graduate study required for each position. To tabulate the data, it was necessary to use common elements; graduation was listed as BA, one or two years of graduate study as MA, and three or more years of graduate study

as PhD. In a few cases the MA or PhD was specifically required. Also, experience can sometimes be substituted for education, or education for experience. These variations in requirements are not always shown in Table 1.

On the job descriptions received, clinical experience was sometimes specified as experience in a psychological clinic, or in a child guidance clinic; or work as a member of a team consisting of social worker, psychiatrist, and psychologist; and sometimes specified more directly as work in a particular type of clinic or institution; or work with particular types of cases. Occasionally experience with a particular psychological technique was required, such as use of projective techniques, experience with play therapy, knowledge of statistical procedures, and so forth.

Salary was sometimes definitely listed as providing full maintenance in addition to cash salary; sometimes maintenance was shown as being provided but with some deduction from cash salary as compensation for maintenance; and in the majority of cases maintenance was not mentioned, and the inference was made that it was not provided. In those cases where maintenance was provided it has been shown by a plus sign after the salary.

The data represent minimum requirements as obtained from the official job descriptions, and do not necessarily reflect the education or experience of the incumbent of each position.

A letter from the Superintendent of Idaho State Hospital South stated that it is the policy in Idaho to establish the same qualifications and salary scales for PhD's in psychology as for MD's; this policy provides for full family maintenance and salaries up to \$600 per month depending upon years of experience. (The average *minimum* salary for institutional psychiatrists throughout the country seems to be \$600 per month plus full family maintenance.) This trend toward narrowing the gap between salaries paid psychologists and psychiatrists is noted in certain other states also.



TABLE 1  
*Job Classifications and Salaries of Clinical Psychologists in State Service*

State	Title	Salary per Month	Education	Experience	Department or Agency
Alabama	Psychologist	\$225-300	BA	2 yrs. clinical	Department Public Welfare
	Clinical Psychologist	375-450	MA (PhD)	3 yrs. clinical (1 yr.)	Mental Hygiene Program
Arizona	Psychologist	300-360	MA	1 yr. clinical	Department Health
Arkansas	Psychometrist	250-300	BA	Testing experience	Department Neuropsychiatry
	Clinical Psychologist	350-400	MA	1 yr. clinical	Department Neuropsychiatry
California	Junior Clinical Psych.	268-325	MA	6 mo. clinical	State Institutions
	Senior Clinical Psych.	395-481	MA	2 yrs. clinical	State Institutions
Colorado	Psychologist I	310-360 + <sup>1</sup>	MA	1 yr. clinical	State Institutions
	Psychologist II	350-400 +	PhD	4 yrs. clinical	State Institutions
Connecticut	Psychological Intern	165-205	BA	1 yr. clinical	Any State Agency
	Junior Clinical Psych.	250-340	MA	1 yr. clinical	Any State Agency
	Clinical Psychologist	345-405	MA	2 yrs. clinical	Any State Agency
	Senior Clinical Psych.	425-505	MA	4 yrs. clinical	Any State Agency
	Dir. Psych. Laboratory	535-635	PhD	4 yrs. clinical	Any State Agency
Delaware					
Florida	Psychologist	375-475	MA	4 yrs. clinical	Mental Health Clinics
Georgia	Psychological Counselor	250-320	BA	1 yr. counseling	State Training Schools
	Psychologist	340-440	MA	2 yrs. clinical	Mental Hygiene Clinics
	Clinical Psych. (Instit.)	370-470	MA	2 yrs. clinical	State Hospitals
	Chief Clinical Psych.	440-500	MA	3 yrs. clinical	Department Public Health
Idaho	Clinical Psychologist	330-400	MA	2 yrs. clinical	Division Mental Health
	Institutional Psych.	400 +	MA	3 yrs. clinical	State Colony for Feeble-minded
Illinois	Student Psychologist	65-160	BA	none required	State Institutions or Clinics
	Psychologist I	230-303	MA	1 yr. clinical	State Institutions or Clinics
	Psychologist II	275-352	MA	2 yrs. clinical	State Institutions or Clinics
	Supervising Psych. I	305-402	MA	3 yrs. clinical	State Institutions or Clinics
	Supervising Psych. II	340-468	MA (PhD)	4 yrs. clinical (2 yrs.)	State Institutions or Clinics
Indiana	Psychologist I	175-275	BA	none required	State Institutions or Clinics
	Psychologist III	225-325	MA	2 yrs. clinical	State Institutions or Clinics
	Psychologist V	275-400	PhD	3 yrs. clinical	State Institutions or Clinics
	Psychologist VIII	350-475	PhD	6 yrs. clinical	Department Mental Health
Iowa	Psychological Intern	195-235	BA	45 hrs. testing	Dept. Social Welfare & Mental Health
	Junior Psychologist	240-270	BA	1 yr. clinical	Dept. Social Welfare & Mental Health
	Senior Psychologist	265-305	MA	2 yrs. clinical	Dept. Social Welfare & Mental Health
	Psychologist II	375-435	MA	1 yr. clinical	Mental Hygiene
	Psychologist I	425-500	MA	5 yrs. clinical	Mental Hygiene
Kansas	Psych. (Field Consultant)	242-324	MA	none required	State Juvenile Institutions
	Psychologist	267-358	MA	none required	State Mental Institutions
	Clinical Psychologist I	341-458	MA (PhD)	2 yrs. clinical (1 yr.)	State Institutions
	Clinical Psychologist II	415-557	PhD	3 yrs. clinical	State Mental Hospitals
	Clinical Psychologist III	505-680	PhD	4 yrs. clinical	State Mental Hospitals
Kentucky	Student Psychologist	900 yearly +	BA	none required	State Institutions
	Psychologist	240-320 +	MA	2 yrs. clinical	State Institutions
	Senior Psychologist	320-400 +	MA & 1 yr.	2 yrs. clinical	State Institutions
	Supervising Psych.	400-480 +	PhD	3 yrs. clinical	Welfare Commission
Louisiana	Psychological Asst. I	235-325	MA	1 yr. clinical	State Mental Hospitals
	Psychological Asst. II	275-375	MA	3 yrs. clinical	State Mental Hospitals & Clinics
	Psychological Asst. III	325-425	MA	3 yrs. clinical	State Mental Hospitals & Clinics
Maine					
Maryland	Clinical Psychologist II	202-252	BA	6 mo. clinical	Penal & Correctional Institutions
	Clinical Psychologist I	330-412	MA	2 yrs. clinical	Penal & Correctional Institutions
	Criminal Psychologist	276	BA (MA)	10 yrs. clinical (5 yrs.)	Penal & Correctional Institutions
	Psychological Intern	194-243	BA	none required	Mental Hospital & Feeble-minded Schs.
	Psychologist	286-357	unknown	unknown	Mental Hospital & Feeble-minded Schs.
	Chief Psychologist	388-485	PhD	unknown	Mental Hospital & Feeble-minded Schs.

<sup>1</sup> + = maintenance.

TABLE 1—Continued

State	Title	Salary per Month	Education	Experience	Department or Agency
Massachusetts	Psychologist	245-285	unknown	unknown	State Institutions or Clinics
Michigan	Psychological Trainee	\$195-225	BA	none required	State Institutions or Clinics
	Psychologist I	230-270	MA	1 yr. clinical	State Institutions or Clinics
	Psychologist II	280-320	MA	2 yrs. clinical	State Institutions or Clinics
	Psychologist IIa	305-345	MA	4 yrs. clinical	State Institutions or Clinics
	Psychologist III	335-395	MA	4 yrs. clinical	State Institutions or Clinics
Minnesota	Psychological Intern	160	MA	none required	Mental Health Program
	Psychologist	300-350	MA	1 yr. clinical	State Institutions
	Clinical Psychologist	482-582	MA (PhD)	5 yrs. clinical (1 yr.)	State Institutions
Mississippi					
Missouri	Psychometrist	206-262	BA	none required	State Hospitals
	Clinical Psychologist I	305-388	MA	1 yr. clinical	State Hospitals
	Clinical Psychologist II	388-494	PhD	2 yrs. clinical	State Hospitals
Montana	Junior Psychologist	300-350	MA	1 yr. clinical	Mental Health Clinics
	Senior Psychologist	350-400	PhD	3 yrs. clinical	Mental Health Clinics
Nebraska	Psychologist I	225-265+	MA	1 yr. clinical	State Institutions & Clinics
	Psychologist II	265-325+	MA	4 yrs. clinical	State Institutions & Clinics
	Psychologist III	340-440+	PhD	1 yr. clinical	State Institutions & Clinics
Nevada	Clinical Psychologist	395-495	PhD	1 yr. clinical	State Health Office
New Hampshire	Student Psychologist	unknown	BA	none required	State Institutions & Clinics
	Psychologist	247-298	MA	1 yr. clinical	State Institutions & Clinics
	Chief Psychologist	348-408	PhD	3 yrs. clinical	State Institutions & Clinics
New Jersey	Assistant Psychologist	260-335	MA	1 yr. clinical	Department Institutions & Agencies
	Psychologist	350-425	PhD	3 yrs. clinical	Department Institutions & Agencies
	Psych. (Diagnostic Center)	375-475	PhD	3 yrs. clinical	Department Institutions & Agencies
	Chief Psychologist	500-625	PhD	4 yrs. clinical	Department Institutions & Agencies
New Mexico	Junior Psychological Asst.	225-290	MA	none required	Department Public Health
	Senior Psychological Asst.	300-390	MA (PhD)	2 yrs. clinical (none)	Department Public Health
	Chief Clinical Psych.	350-450	PhD	3 yrs. clinical	Department Public Health
New York	Psychological Intern	108+	BA	none required	State Institutions
	Junior Psychologist	230-288	MA	none required	State Institutions
	Psychologist	288-348	MA	2 yrs. clinical	State Institutions
	Senior Psychologist	353-435	MA (PhD)	4 yrs. clinical (2 yrs.)	State Institutions
North Carolina	Junior Child Psych.	240-289	MA	none required	Department Public Welfare
	Senior Child Psych.	300-360	MA	1 yr. clinical	Department Public Welfare
	Senior Psychologist	360-450	PhD	2 yrs. clinical	Department Public Welfare
	Clinical Psychologist	300-360	MA	2 yrs. clinical	State Board of Health
	Senior Psychologist	360-450	PhD	2 yrs. clinical	State Board of Health
North Dakota	Asst. Child Psych.	270-345	MA	none required	Child Guidance Clinics
	Child Psychologist	325-405	MA	1 yr. clinical	Child Guidance Clinics
	Associate Psychologist	350-450	MA	1 yr. clinical	State Department Health
Ohio	Psychology Asst.	184-220	unknown	unknown	Any State Institution
	Psychologist I	315-380	unknown	unknown	Any State Institution
	Psychologist II	380-460	unknown	unknown	Any State Institution
	Psychologist III	440-525	unknown	unknown	Large Institution or Hospital
	Psychologist IV	525-630	unknown	unknown	State Supervisor
Oklahoma	Psychological Examiner	300-350	MA	1 yr. clinical	Mental Health Program
	Child Psychologist	280-350	MA	2 yrs. clinical	Child Welfare Program
	Psychologist I	335-385	MA	1 yr. clinical	Child Welfare Program
	Psychologist II	400-460	PhD	4 yrs. clinical	Child Welfare Program
Oregon	Psychological Aide	230-290	BA	1 yr. clinical	State Institutions & Clinics
	Psychologist I	270-340	MA	2 yrs. clinical	State Institutions & Clinics
	Psychologist II	310-380	MA	3 yrs. clinical	State Institutions & Clinics
Pennsylvania	Psychological Intern	100+	MA	none required	Department Public Welfare
	Psychologist	292-348	MA	1 yr. clinical	Child Guidance Clinics
	Junior Psychologist	303-325	MA	2 yrs. clinical	Department Public Welfare
	Senior Psychologist	325-375	MA	4 yrs. clinical	Department Public Welfare
	Advanced Psychologist	375-458	PhD	3 yrs. clinical	Department Public Welfare

TABLE 1—Continued

State	Title	Salary per Month	Education	Experience	Department or Agency
Rhode Island	Psychometrist	\$210-250	BA	none required	Department Social Welfare
	Admin. Psych. Services	280-340	BA	1 yr. clinical	Department Social Welfare
	Clinical Psychologist	345-425	MA	1 yr. clinical	Mental Hygiene Clinics
South Carolina	Psychometrist	193-247	BA	1 yr. clinical	Department Mental Health
	Psychologist	231-432	MA	2 yrs. clinical	Department Mental Health
	Chief Psychologist	327-478	PhD (MA)	2 yrs. clinical (4 yrs.)	Department Mental Health
South Dakota	Psychologist	175+	MA	1 yr. clinical	State School for Feeble-minded
Tennessee	Psychologist	300-400	MA	2 yrs. clinical	Mental Hygiene Clinics
	Clinical Psychologist	245-300+	MA	1 yr. clinical	State Hospitals
Texas					
Utah	Clinical Psychologist	325-375	MA	1 yr. clinical	State Institutions
Vermont	Psychologist	unknown	unknown	unknown	State Hospitals
	Clinical Psychologist	280-342	MA	1 yr. clinical	Child Guidance Clinics
Virginia	Psychologist A (Trainee)	231-296	MA	none required	State Institutions or Clinics
	Psychologist B	314-386	MA	2 yrs. clinical	State Institutions or Clinics
	Psychologist C	404-506	PhD (MA)	2 yrs. clinical (5 yrs.)	State Institutions or Clinics
Washington	Junior Psychologist	250-310	MA	none required	Mental Hygiene Clinics
	Senior Psychologist	310-380	MA	2 yrs. clinical	Mental Hygiene Clinics
	Chief Clinical Psych.	360-450	MA (PhD)	4 yrs. clinical (3 yrs.)	Mental Hygiene Clinics
West Virginia	Psych. Asst. (Trainee)	200-230	BA	1 yr. clinical (or MA)	unknown
	Psychological Assistant	260-340	MA	1 yr. clinical	unknown
	Clinical Psychologist	420-500	PhD	1 yr. clinical	unknown
Wisconsin	Psychologist I	272-329	BA	none required	Any State Agency
	Psychologist II	322-382	BA	2 yrs. clinical	Any State Agency
	Psychologist III	412-487	MA	3 yrs. clinical	Any State Agency
	Psychologist IV	477-557	MA	4 yrs. clinical	Any State Agency

*Manuscript received September 5, 1950*

# APPLYING FOR STATE CIVIL SERVICE POSITIONS

OFFICE OF THE EXECUTIVE SECRETARY<sup>1</sup>

PSYCHOLOGISTS who work for state and county agencies are most often in the clinical field. They work in prisons, schools for the feeble-minded and crippled, state hospitals for the insane, and increasingly, in mental hygiene clinics. Trow found that 46 of 715 psychological service centers were controlled by state governments. An examination of the 1950 Directory of the American Psychological Association shows that psychologists also work for state governments in the field of test construction and administration, as directors of research in education departments, as personnel officers in various state agencies, and as general administrators.

Psychologists who would like to receive notices of examinations in any state civil service can write to the appropriate address given in the list. You should ask to be placed on "the list of those to whom you send announcements of examinations for classes of positions for which psychologists can qualify, such as. . . ." Here should be given examples of the psychological specialties you are interested in, such as test technician, educational research, clinical psychologist, counselor, and so forth. The reason for using this phraseology is that psychological skills are used in many positions which do not have the word psychology included in the job title. Specific examples of the job titles for which you can qualify are a help to the agency in selecting the proper examination announcements for you.

Mursell's article in this issue gives information about the salary level of each state and about the job titles in the field of clinical psychology.

Citizenship in the United States is a general requirement of state positions. State residence is also a usual requirement but is often waived for higher ranking positions and for any position for which there is a shortage of qualified personnel.

<sup>1</sup> We are indebted to Helen G. Price of the Division of State Merit System Services, Federal Security Agency, for her help in writing this article. The Federal Security Agency's publication, "Directory of State Merit Systems, 1950," was the chief source material for the list. The addresses are correct as of December 1, 1950.

Sometimes the examination announcement will say that "preference is given to residents of the state." At the present time, state residence is usually waived at the PhD level.

The number of psychologists employed by state governments has been calculated from three sources. In the 1950 Directory, using addresses, job titles, and employers as clues, we have calculated on the basis of a sample that 360 or five per cent of APA members now work for state governments. It is known that many state psychological positions are held by non-APA members.

Black (1) gives data from the 1948 Directory regarding field of employment of APA members. By examining the job titles in his table, the following estimate of the percentage of psychologists employed by states is obtained:

Field of Employment	Per Cent of Psychologists
State hospitals, prisons, etc. ....	2.59
State courts, boards and commissions .....	2.07
U. S. and State Employment Services .....	.35
Civil Service examiners .....	.62
Total .....	5.63

Wolfe (2), also using the 1948 Directory as source material, estimated the percentage of psychologists working for "state and city governments," compared with the percentages working for universities, private agencies, the federal government, and so forth. If the category of school psychologists is omitted because these positions are ordinarily under city government, the remainder of his categories gives 5.1 per cent.

About one-third of the states have civil service systems which cover all or most state positions. The remaining states have merit systems covering the grant-in-aid programs in health, welfare, and employment security; in such states employment in institutions and agencies outside the merit system would not carry tenure and would be by direct application to the agency rather than through an examination. In the table are listed the state civil service and merit systems.

WHERE TO APPLY

ALABAMA

State Personnel Director  
State Personnel Board  
Montgomery 4, Alabama

*Agencies served:* all state departments

Merit System Council  
Highway Building  
Montgomery 4, Alabama

*Agencies served:* county departments of public welfare

Merit System Supervisor  
519 Dexter Avenue  
Montgomery 4, Alabama

*Agencies served:* county health departments

ALASKA

Merit System Supervisor  
Box 201  
Juneau, Alaska

*Agencies served:* Department of Health; Department of Public Welfare; and Unemployment Compensation Commission

ARIZONA

Merit System Supervisor  
Winters Building  
39 West Adams Street  
Phoenix, Arizona

*Agencies served:* State Health Department; State Department of Public Welfare; Employment Security Commission; and State Highway Patrol

ARKANSAS

Merit System Supervisor  
Wallace Building  
Maine at Markham  
Little Rock, Arkansas

*Agencies served:* Employment Security Division, State Department of Labor; State Department of Public Welfare; State Board of Health; and Cancer Commission

CALIFORNIA

Executive Officer  
State Personnel Board  
1216 K Street  
Sacramento, California

*Agencies served:* all state departments; welfare departments in civil service counties

Merit System Supervisor  
County Welfare Departments  
State Department of Social Welfare  
616 K Street  
Sacramento, California

*Agencies served:* welfare departments in non-civil service counties

COLORADO

President, Civil Service Commission of Colorado  
State Capitol Building  
Denver, Colorado

*Agencies served:* all state departments

Merit System Supervisor  
Lamarita Building  
331 Fourteenth Street  
Denver 2, Colorado

*Agencies served:* county departments of public welfare

CONNECTICUT

Personnel Director  
State Personnel Department  
State Capitol  
Hartford, Connecticut

*Agencies served:* all state departments

DELAWARE

Merit System Supervisor  
1202 Market Street  
Wilmington 33, Delaware

*Agencies served:* Unemployment Compensation Commission; Old-Age Welfare Commission; State Board of Welfare; State Board of Health; Commission for the Blind; and mental hygiene clinics

FLORIDA

Merit System Supervisor  
Administration Building  
Capitol Center  
Tallahassee, Florida

*Agencies served:* Florida Industrial Commission; Florida State Board of Health; Crippled Children's Commission; State Welfare Boards; and Hospital Planning Division



## GEORGIA

Merit System Director  
20 Ivy Street S.E.  
Atlanta 3, Georgia

*Agencies served:* Bureau of Employment Security, Department of Labor; State and County Departments of Public Health and Institutions; State and County Departments of Public Welfare and Institutions; State Highway Department; Public Service Commission; State Department of Public Safety; State Library

## HAWAII

Director, Civil Service Commission and Personnel Classification Board  
206-7 Hale Auhau  
Honolulu 2, Hawaii

*Agencies served:* all territorial departments

## IDAHO

Merit System Supervisor  
Post Office Box 987  
(Office: Idaho Building)  
Boise, Idaho

*Agencies served:* Industrial Accident Board (Employment Security Agency; Idaho State Employment Service); Department of Public Assistance; Public Health; and Fish and Game

## ILLINOIS

President, State Civil Service Commission  
Armory Building  
Springfield, Illinois

*Agencies served:* all state departments

Merit System Supervisor  
Myers Building  
Springfield, Illinois

*Agencies served:* county departments of welfare (except Cook County)

## INDIANA

State Personnel Director  
State Personnel Bureau  
311 West Washington Street  
Indianapolis, Indiana

*Agencies served:* Employment Security Division; State and County Departments of Public Welfare; State Board of Health; Council for Mental Health; Indiana Library and Historical Department; Board of Industrial Aid and Vocational Rehabilitation for the Blind; and state hospitals and institutions

## IOWA

Merit System Director  
Merit System Council  
Insurance Exchange Building  
Des Moines 9, Iowa

*Agencies served:* State Board of Social Welfare; Employment Security Commission; State Department of Health; State Services for Crippled Children; and Iowa Mental Health Authority

## KANSAS

Merit System Supervisor  
Crawford Building  
Topeka, Kansas

*Agencies served:* Employment Security Division, State Labor Department; State Department of Social Welfare and County Departments of Social Welfare; Crippled Children's Commission; and State Board of Health and affected county Boards of Health

## KENTUCKY

Personnel Examination Supervisor  
Personnel Council  
New State Office Building  
Frankford, Kentucky

*Agencies served:* Department of Economic Security (including Bureau of Employment Security and Divisions of Public Assistance and Child Welfare)

Merit System Supervisor  
State Department of Health  
620 South Third Street  
Louisville 2, Kentucky

*Agencies served:* State Department of Health

## LOUISIANA

Merit System Director  
Capitol Annex  
Baton Rouge 4, Louisiana

*Agencies served:* State Board of Health; Department of Public Welfare; Division of Employment Security, Department of Labor; Hospital and Health Planning Division, State Hospital Board; and Division of Vocational Rehabilitation, Department of Education

## MAINE

Director of Personnel  
State Personnel Board  
Vickery and Hill Building  
Augusta, Maine

*Agencies served:* all state departments

MARYLAND

Commissioner, State Employment Commission  
31 Light Street  
Baltimore 2, Maryland

*Agencies served:* all state departments

MASSACHUSETTS

Director of Civil Service  
State House  
Boston, Massachusetts

*Agencies served:* all state departments

MICHIGAN

State Personnel Director  
Civil Service Commission  
Lansing, Michigan

*Agencies served:* all state departments

MINNESOTA

Director of State Civil Service  
State Office Building  
St. Paul 1, Minnesota

*Agencies served:* all state departments

Merit System Supervisor  
117 University Avenue  
St. Paul 1, Minnesota

*Agencies served:* all county welfare boards except St. Louis County

MISSISSIPPI

Merit System Supervisor  
P. O. Box 647  
Jackson, Mississippi

*Agencies served:* State Department of Public Welfare

Merit System Supervisor  
Mississippi Crippled Children's Service  
Box 1726

Jackson, Mississippi

*Agencies served:* Crippled Children's Service; State Department of Education

MISSOURI

Director, Division of Personnel  
630 Jefferson Street  
Jefferson City, Missouri

*Agencies served:* State Department of Public Health and Welfare; State Department of Corrections; and Division of Employment Security, Department of Labor and Industrial Relations

Merit System Supervisor  
Building T-13  
University of Missouri  
Columbia, Missouri

*Agencies served:* State Service for Crippled Children

MONTANA

Joint Merit System Supervisor  
148 Sam W. Mitchell Building  
Helena, Montana

*Agencies served:* Unemployment Compensation Commission; Department of Public Welfare; State Board of Health; and Department of Mental Hygiene

NEBRASKA

Merit System Director  
State Capitol  
Lincoln 9, Nebraska

*Agencies served:* Division of Employment Security, Department of Labor; Department of Assistance and Child Welfare; and State Department of Health

NEVADA

Merit System Supervisor  
Armanko Building  
Reno, Nevada

*Agencies served:* Employment Security Department; State Department of Health; and State Welfare Department

NEW HAMPSHIRE

Director, Division of Personnel  
Concord, New Hampshire

*Agencies served:* all state departments

NEW JERSEY

Chief Examiner and Secretary  
State House  
Trenton 7, New Jersey

*Agencies served:* all state departments

NEW MEXICO

Merit System Supervisor  
P. O. Box 939  
Santa Fe, New Mexico

*Agencies served:* Department of Public Welfare; Department of Public Health; and Employment Security Commission

## NEW YORK

Administrative Director  
Department of Civil Service  
Alfred E. Smith State Office Building  
Albany 1, New York

*Agencies served:* all state departments

## NORTH CAROLINA

Merit System Supervisor  
Box 2328  
Durham, North Carolina

*Agencies served:* State Board of Public Welfare; Employment Security Commission; Medical Care Commission; State Commission for the Blind; and State Board of Health

## NORTH DAKOTA

Merit System Councils  
World War Memorial Building  
Bismarck, North Dakota

*Agencies served:* Public Welfare Board of North Dakota; County Welfare Board of North Dakota; Unemployment Compensation Division and State Employment Service; State Department of Health

## OHIO

Chief Examiner  
State Civil Service Commission  
State Office Building  
Columbus, Ohio

*Agencies served:* all state departments

## OKLAHOMA

State Personnel Supervisor  
Wright Building  
Second and Broadway  
Oklahoma City 2, Oklahoma

*Agencies served:* Employment Security Commission, Department of Public Welfare; State Department of Health; and Commission for Crippled Children

## OREGON

Director, State Civil Service Commission  
Public Service Building  
Salem, Oregon

*Agencies served:* all state departments

## PENNSYLVANIA

Executive Director  
State Civil Service Commission

## Temporary Building No. 3

Capitol Park  
Harrisburg, Pennsylvania

*Agencies served:* most state departments

## PUERTO RICO

Director of Personnel  
Fortaleza 55  
San Juan, Puerto Rico

*Agencies served:* all departments, agencies and offices of the Executive Branch of the Government except the Insular Police, the teaching personnel, and the clerical and non-technical personnel of the Judiciary

## RHODE ISLAND

Director, Department of Civil Service  
State Office Building  
Providence, Rhode Island

*Agencies served:* all state departments

## SOUTH CAROLINA

Merit System Supervisor  
Education Building  
University of South Carolina  
Columbia, South Carolina

*Agencies served:* State Department of Public Welfare

Merit System Supervisor  
1128 Pendleton Street  
Columbia, South Carolina

*Agencies served:* Employment Security Commission

Merit System Supervisor  
South Carolina State Board of Health  
Columbia, South Carolina

*Agencies served:* State Board of Health; and Department of Mental Hygiene, South Carolina State Hospital

## SOUTH DAKOTA

Merit System Supervisor  
State House  
Pierre, South Dakota

*Agencies served:* Department of Public Welfare; Employment Security Department; State Department of Health; Veterans' Department; Free Library Commission; and Service to the Blind

## TENNESSEE

Supervisor of Examinations  
323 Seventh Avenue North  
Nashville, Tennessee

*Agencies served:* all state departments for limited purposes. Examination Unit serves Department of Employment Security, Department of Public Health, Department of Safety and Department of Welfare

TEXAS

Merit System Director  
1000 San Antonio Street  
Austin, Texas

*Agencies served:* Department of Public Welfare and Texas Employment Commission

Merit System Supervisor  
State Department of Health  
Littlefield Building, Room 805  
Austin 15, Texas

*Agencies served:* State Department of Health

UTAH

Merit System Supervisor  
Atlas Building  
Salt Lake City 1, Utah

*Agencies served:* Department of Employment Security of the Industrial Commission; State Departments of Public Welfare and Health; and Juvenile Courts

VERMONT

Merit System Supervisor  
State House  
Montpelier, Vermont

*Agencies served:* Department of Social Welfare; Department of Public Health; Unemployment Compensation Commission; and Hospital Survey and Construction Commission

VIRGIN ISLANDS

Director of Personnel  
Office of the Government Secretary  
Charlotte Amalie  
St. Thomas, Virgin Islands

*Agencies served:* all departments, boards, and authorities in the Municipality of St. Thomas and St. John and in the Municipality of St. Croix

VIRGINIA

Merit System Supervisor  
State Finance Building  
Richmond 19, Virginia

*Agencies served:* State Department of Welfare and Institutions; State Department of Health; Unemployment Compensation Commission; Virginia Commission for the Blind; and Department of Mental Hygiene and Hospitals

WASHINGTON

Supervisor, State Personnel Board  
Smith Tower  
Seattle 4, Washington

*Agencies served:* Employment Security Department; Department of Social Security; Department of Health; and State Fisheries Department

WEST VIRGINIA

Merit System Supervisor  
Wakefield Building  
108 Hale Street  
Charleston 1, West Virginia

*Agencies served:* Department of Public Assistance; Department of Health; Department of Employment Security; Conservation Commission; and Division of Vocational Rehabilitation, Department of Education

WISCONSIN

Director of Personnel  
State Capitol  
Madison 2, Wisconsin

*Agencies served:* all state departments and merit system for all county public assistance agencies except Milwaukee County

WYOMING

Joint Merit System Supervisor  
Newcastle, Wyoming

*Agencies served:* Wyoming Employment Security Commission; State and County Welfare Departments; and State Board of Health

REFERENCES

1. BLACK, JOHN D. A survey of employment in psychology and the place of personnel without the PhD. *Amer. Psychologist*, 1949, 4, 38-42.
2. WOLFLE, DAEL. Annual report of the executive secretary: 1948. *Amer. Psychologist*, 1948, 3, 503-510.

*Manuscript received November 1, 1950*

# UNDERGRADUATE PSYCHOLOGY AT CATHOLIC UNIVERSITY

JOHN W. STAFFORD

*Department of Psychology and Psychiatry*

THE undergraduate program of concentration in psychology was first organized at the Catholic University of America about 10 years ago. We think it has been an excellent program, with but one defect—no students. There was, indeed, one student who finished in 1942 and another in 1947. That was all, until 1949 when 3 concentrators were graduated (2 Phi Beta Kappa). This year we had 13 senior concentrators, with slightly larger numbers expected in 1951 and 1952.

Until 1946–1947 there was only one undergraduate course offered in our department, General Psychology, which was attended mainly by nurses from our School of Nursing Education. Concentrators were able to follow a full program of courses selected from our numerous courses open to “advanced undergraduates and graduates.” In 1946–1947 our one concentrator met regularly with an instructor for a “Coordinating Seminar and Reading List.” In 1947–1948 we added a course in undergraduate Experimental Psychology and taught the Coordinating Seminar, in addition to General Psychology. This year we have added undergraduate courses in Psychological Statistics, Methods of Social Psychology, Tests and Measurements, and have accredited in the Department the course in Educational Psychology offered by the Department of Education.

## PURPOSE OF THE PROGRAM

The department is in complete sympathy with the aims of the College to provide the student with a broad, general education rather than to prepare him directly for a particular career. The principal specific purpose of the program, likewise reflecting a traditional policy of the College, is to prepare students for graduate work in psychology and psychiatry. All our graduate entrance prerequisites, especially rigid in mathematics and the sciences, are required courses in our undergraduate program. Of our 5 concentrators who have been graduated to date, 2 went on for graduate work in clinical

psychology in our own department, one joined the Benedictines, one found his life work designing shotguns for Remington, and one became a five percent. Of the 13 senior concentrators this year, 9 gave graduate work in psychology as their first choice, and 2 gave it as second. For first choice one each gave law school, a hospital order, personnel work in industry, and “a job.” Other additional choices mentioned were: a religious order, law school, psychiatric social work, and salesmanship.

## COURSES IN THE PROGRAM, OTHER THAN PSYCHOLOGY

Required of all College students are 8 semesters of religion (Catholic students only), 6 of philosophy, 4 of English, 2 of history, and 4 of a modern foreign language (we specify French or German). Required of psychology concentrators, in addition, are 4 semesters of mathematics (college algebra, analytic geometry, the differential and integral calculus), 2 semesters of general college physics (the regular course for physics concentrators and not “physics for nurses”) and 5 semesters of laboratory biology (introductory year, comparative anatomy, and physiology). The mathematics is required as a preparation for statistics and as an essential research tool in science; the physics is required because of the superb training received there in scientific methodology and in the use of instruments (especially electrical), and because of the importance to psychology of the sections on sound and light; biology is required for our own courses in the central nervous system and in physiological psychology, and because of the heavy emphasis today on the clinical, psychiatric, and other medical aspects of psychology. We would require chemistry too if there were time for it; students are urged to take it as an elective.

## COURSES IN PSYCHOLOGY

The two semester General Psychology course, for sophomores, is fairly routine. We attempt, with



indifferent success, we think, to introduce a very heterogeneous group to the mysteries of psychology. Before the war this course averaged about 40 students. After the war there was the common increase, with a peak of 185 last year. Now the class numbers about 125, from many departments. Only 8 are our own concentrators; 8 more are from biology, 3 each from philosophy and sociology, 2 each from history, physics and engineering, and one each from speech and drama, economics, English, and graduate education; the rest, close to 100, are nurses. The group meets all together 2 hours a week for a lecture and, in sections of about 20, an additional hour a week for discussions. There are some demonstrations but no laboratory experience at all.

We do what we can to satisfy the needs of the diverse groups, as well as our own compulsions towards some attempt at "integration" of what we are teaching with other areas of the college curriculum. The principal areas "integrated" are religion, philosophy, mathematics, and science. There are awkward moments: many of the students are not Catholic, many of the nurses have had little or no philosophy, and some of the science concentrators know far more mathematics and science than the instructor.

The laboratory course, taken in the junior year by concentrators and a few of the curious from other departments, is a combination of the "classical" survey laboratory approach and the project method. By the second semester the concentrators must have had psychological statistics and are fairly proficient in the use of our electric calculators. A moderately rigorous introduction to scientific method in psychology is then attempted through projects, with training in the use of bibliographical tools.

Elective courses in psychology now open to undergraduates in addition to the courses mentioned earlier are five courses labeled "for advanced undergraduates and graduates," as follows: Central Nervous System, Psychology of the Senses, Neurological Bases of Psychology (all 3 are laboratory courses), Applied Psychology, and a course combining the content of Mental Hygiene and Psychopathology. The course in Central Nervous System is urged so authoritatively that few students dare not elect it.

#### THE COORDINATING SEMINAR

What we think is a rather unique course in our sequence is called "Coordinating Seminar and Reading List," required of all senior concentrators of the department and open to other students who have received at least a "B" in the laboratory course. We attempt through readings, reports, and seminar discussions to achieve a coordination "within" psychology as well as "between" psychology and the other areas taken in the College by psychology concentrators.

The first formal reading of the course is *The place of psychology in an ideal university*, the report of the Harvard Commission. We discuss this report against the background of our own program, attempting to show the students the purposes of our program, and the reasons for heavy emphasis on required courses in related fields. The students agree with our reasons except for the calculus. At this time too we conduct a sort of group examination of conscience on why we are in psychology. The reasons for studying psychology regularly given by the students are sincerely humanitarian.

It is next explained that we are going to see what psychology has been in the past in order to understand better what it is today. We work on the assumption that psychology as a "study" of the human personality, as distinct from the modern "science" of the human personality, has deep historical roots. We read Plato's *Phaedo* and *Phaedrus*, against some background of Greek life, and see there the beginnings of the systematized study of man. The literary and dramatic excellence of Plato is stressed. Next year we hope to do the Oedipus trilogy of Sophocles. The *De Anima* of Aristotle is next read, all three books entire, with murmuring. In discussion some attention is given to Aristotle's curiously modern anticipations of sensory and affective psychology.

The readings in the Coordinating Seminar vary slightly from year to year according to the background and interests of the students, and the whims of the instructor. We have tried and dropped Plotinus' *Enneads* and St. Augustine's *Confessions*. This year we have introduced the *New Testament* as a work for detailed discussion, with heavy emphasis on the psychology of St. Paul. The students liked very much the opportunity given here to relate their psychology to the total synthesis of life that is presented in their eight semesters of

religion courses. The most violent discussion was on free will and predestination. Next comes St. Thomas' treatise *On Man*, which is Questions 75 to 89 of his *Summa Theologica*. Through St. Thomas a synthesis is made of Platonic, Aristotelian, and Christian concepts concerning man, with some attention to the interesting psychological content of a non-Scholastic system, that of Averroes.

After St. Thomas we jump to the year 1600, four years after the birth of Descartes. At this time we really go all out for "integration." For several weeks we survey the world in the year 1600.

The next stop is in the year 1850, when we witness the birth of modern psychology from physiology and philosophy. It is here that we make our greatest integration of psychology with biology. A study of Fechner and then of Wundt brings us to Leipzig in 1879, when we carefully point out that two of the three heads our Department has had were students of Wundt. After Wundt, our strict chronological treatment breaks down. We read the usual undergraduate surveys of fields and systems, with heavy reliance on Garrett's *Great experiments in psychology*, to get a general notion of what psychologists are doing and thinking in our own generation.

Next is a first hand survey of contemporary research studies in psychology. For this purpose the students look over all and report on some of the 45 monographs in our departmental series, *Studies in psychology and psychiatry from the Catholic University of America*. Although researches like *Factorial differentiation by maximal differences* and *The essential psychoses and their fundamental syndromes* are rather heavy undergraduate fare, nevertheless, by looking over these monographs the student sees the type of research he will be expected to do if he wants to become a professional psychologist.

In the last two years the final weeks of the course have been a study of a Shakespearean tragedy. Since the instructor likes variety in his Shakespeare, *Macbeth* was studied one year and *Hamlet* the next. The students are encouraged to read the tragedy primarily as great literature, and secondarily as a study in character. Throughout the discussions the instructor, by both directive and non-directive techniques, tries to bring the students to see that

they can gain a view of man, extremely valuable for their psychology, through the eyes of great literary geniuses.

Thus, in our Coordinating Seminar and Reading List during three hours a week for a year we wander over lots of surface, perhaps never getting far underneath. We hope fondly that the students emerge with a larger appreciation of the unity of knowledge and of the unity of the human personality.

#### THE STUDENT AS A PERSON

We try to make our program student-centered. When we ask our undergraduate students what they miss most in their complete college program we are told "more literature" and "more attention." The reason for this latter is that most of our staff energies are monopolized by our overgrown graduate division of about 125 students. We are trying now to give our undergraduate concentrators more attention. In the sophomore course in General Psychology we begin by sorting them out from the hundred nurses to see what they look like. We do pre-Dean briefing before the Dean sees them for pre-registration. We employ a fair number of them as clerks, statisticians, and laboratory technicians. We arrange for some of them to earn room and board in return for undergraduate-level psychometric and counseling tasks in a neighboring institution for juvenile delinquents. Undergraduates are encouraged to use the library, laboratory, secretarial, and culinary facilities of the department, and to bother the staff, fully as much as the graduates. Almost any day there is likely to be a most informal counseling session on finances, troubles with the administration or the VA representative, job openings in psychology, marriage (mainly forthcoming), or "should I join the Trappists." The most unusual problem was the search for a pair of black shoes to fit the feet of a best man at a formal wedding: the clergy can help undergraduates in the strangest ways! There has never been a dull day since graduate students have filled the Department; there is never a dull moment now that the undergraduates have found out that they, too, belong.

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# PSYCHOLOGICAL ABSTRACTS' POLICY ON CORPORATE AUTHOR ENTRIES

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AMERICAN convention has standardized the arrangement of bibliographical listings according to alphabetization of the entries by author name. When articles being listed have personal authors, the problems are relatively minor. However, to an appreciable degree in the psychological literature, and to a much greater degree in literature in general, publications do not have a personal author indicated; in such cases a decision must be made as to how such publications will be included in an alphabetical listing.

Quite evidently this problem arises for anyone attempting to arrange a bibliography or even a list of references following a paper. It also arises for the editors of certain journals, especially official journals such as the *American Psychologist*, the editorial policy of which emphasizes the publication of official reports from committees and such official documents as programs, calls for papers, lists of members, constitutions, and the like. It is obvious that this problem occurs with a great deal of frequency in the editing of *Psychological Abstracts*. Because it does occur with such frequency, it has been necessary for *Psychological Abstracts* to formulate certain rules to govern these entries. This paper will summarize the rules and make them available to all psychologists for their use and guidance.

In discussing the arrangement of bibliographies, Anderson and Valentine (1) advise that publications without a personal author be grouped at the end of the alphabetical author list following the last personal name and be arranged alphabetically by title. In justification of this practice they say "... the rules are so lengthy and there are so many possibilities that can only be resolved in practice by professionals, that in bibliographies following articles, it seems best to depart from this practice and accumulate such references at the end of the bibliography." However, adequate bibliographic procedure cannot accept complexity of rules as an excuse for a bad practice. As a matter

of fact the rules are not so complex, at least those necessary for the usual types of psychological literature. The cataloging rules of the American Library Association, recently published in a revised edition edited by Clara Beetle (2), presents in exhaustive detail all of the many possibilities for both personal and corporate author entries. These rules, which are accepted as standard practice in library cataloging, are complex but this is so because they must include provision for an extremely wide variety of literature in many fields. Using these cataloging rules as a basis, it is possible to formulate a relatively simple set of rules which will be useful in psychological literature. The examples given below are illustrative of principles and will serve as guides for cases not specifically included.

While these rules are formulated primarily in terms of practice for *Psychological Abstracts* they are usable in their exact form for the compilation of a bibliography of any sort. They may also prove of value to journal editors who from time to time receive manuscripts without a personal author name. For example, a number of papers were published during World War II with the author as "Staff, Psychological Branch, Office Air Surgeon" or some other agency. The journals and *Psychological Abstracts* listed these papers with "Staff" as the critical word. It should be evident that "Staff" is a general term which effectively conceals the real author responsibility when included in an alphabetical listing or index; in fact, the word is non-essential. Helen Wolfe, managing editor of the *American Psychologist*, has discussed with me a similar problem in connection with the reports of committees submitted from the Association. In dealing editorially with these reports she frequently has a wide degree of freedom for listing an author. If rules such as proposed here were followed in making such decisions it would facilitate the compilation of bibliographies and indexes in the future.

*Authorship.* Authorship includes not only the creation of some form of literary work and the me-

chanics of written composition, but also the public acceptance of responsibility for the material published. For the majority of psychological writings this responsibility is clearly indicated by the publication of the name or names of one or more individuals at the beginning or end of a journal article, or on the title page of a book. In an author alphabet, the individual's name or the name of the first of two or more authors governs the position in the list. Within subject classes in *Psychological Abstracts*, entries are listed in this manner, but all individuals are included in their proper alphabetical order in the monthly and annual author indexes. The names of editors, compilers, and in certain cases chairmen and the like are treated as personal authors with the position indicated as Ed., Comp., Chm., etc.

If no individual author is indicated there are three possibilities. (1) The name of the writer may be given in a preface, foreword, or footnote. In such cases the individual name is used enclosed in square brackets [ ]. (2) The authorship responsibility is indicated for a corporate body. Rules for dealing with such corporate authors are given below. (3) The article is signed "anonymous" or there is no clue at all to the authorship. In such cases, and it is our policy to keep them to a minimum, "anonymous" is used in place of an author name, and the word is enclosed in square brackets if the paper is not so signed.

**Personal Author.** While certain problems arise in the alphabetization of personal names, especially those with foreign prefixes, it is not the purpose of this paper to list detail rules. The index issue of the *Psychological Abstracts* can be used as a model.

**Corporate Bodies as Authors.** The authorship responsibility may be clearly indicated as being assumed by a corporate body, e.g., a governmental department, an association, an educational, eleemosynary, or research institution, or a commercial firm. Such corporate authorship responsibility may be in addition to, or separate from, publishing responsibility. Usually publications of this sort are official reports, proceedings, catalogs, etc., although subject matter papers or monographs may sometimes be included. Publications evidently of an official character, for example, proceedings, programs, or reports, are entered with the corporate body as author even though a personal name is

given; the personal name is included in parentheses and is entered in the author index. Subject matter publications are listed with a personal author if the responsible individual's name can be determined from the publication.

**Associations.** While psychological literature contains examples of corporate authors in the various categories, associations are perhaps most frequent and are certainly of greater importance because of the number of official papers published from the American Psychological Association and its several constituent parts. Therefore the discussion and examples concerning associations will use the American Psychological Association as its primary basis and where necessary will give the examples at greater length than merely the author indication. It is of course to be understood that any other association would be handled in exactly the same manner.

#### I. Associations as a Whole

(a) **Official Notices or Documents Concerning the Association as a Whole.** Included in this category would be such publications as constitutions and by-laws, lists of members, announcements of meetings, programs of meetings, annual reports, and such documents which concern official business of the total association.

**American Psychological Association.** Fifty-sixth annual meeting of the American Psychological Association. *Amer. Psychologist*, 1948, 3, 75-79.<sup>1</sup>

**American Psychological Association.** APA officers, division officers, editors, committees, representatives, and related organizations, 1948-1949. *Amer. Psychologist*, 1948, 3, 461-469.

**American Psychological Association.** Program of the fifty-sixth annual meeting of the American Psychological Association. *Amer. Psychologist*, 1948, 3, 219-314.

<sup>1</sup> The bold-face type is used in this article to draw attention to the corporate names. The references are not in the style of either the *Psychological Abstracts* or the other APA journals. As a matter of fact, it is usually more convenient for an editor if an author does not try to indicate the style of type to use in a reference list. The important rule is to double space all references, so that there is space to indicate the correct type.



**Midwestern Psychological Association.** List of officers and active members of the Midwestern Psychological Association, 1947. n.p., n.d. [16 p.].

(b) *Proceedings.* The proceedings of the annual meetings of associations are of course documents of general business comparable to those mentioned in (a). However, it has become the custom for proceedings or reports of meetings of psychological associations to appear over the name of the secretary. In conformance with this custom such proceedings may be entered under the personal name with an indication of the official position held. In cases where no personal name is given they should be entered by the corporate name of the association. On the assumption that *Psychological Abstracts* may be used after many years when the name of a certain official is completely unknown to the person using the journal it seems wiser for us to list proceedings with the corporate name. Therefore, our policy will be to list proceedings of associations under the corporate name; if the personal name of the official preparing the proceedings is given it will be included immediately following the corporate name. In these cases both the corporate name and the personal name will be included in the author indexes.

**American Psychological Association.** (Helen Peak, Record. Secy.) Proceedings of the fifty-sixth annual meeting of the American Psychological Association, Boston, Massachusetts, September 8-9, 1948. *Amer. Psychologist*, 1948, 3, 470-502.

**Eastern Psychological Association.** (Harold G. Seashore, Secy.) Proceedings of the nineteenth annual meeting of the Eastern Psychological Association. *Amer. Psychologist*, 1948, 3, 366-372.

**Midwestern Psychological Association.** (Claude E. Buxton, Secy.-Treas.) Proceedings of the twentieth annual meeting of the Midwestern Psychological Association. *Amer. Psychologist*, 1948, 3, 354-365, 372.

(c) *Summary Reports.* Summarized reports of meetings prepared for information and not as official proceedings should be listed by personal author. If no personal author is given, such sum-

marized reports may be listed with a corporate author entry enclosed in square brackets.

**Skard, Aase Gruda.** The Scandinavian meeting of psychologists in Oslo, 1947. *Amer. Psychologist*, 1948, 3, 110-111.

## II. Organizational Entities (Divisions, Boards, Committees)

(a) *Of an Association.* Organizational entities constituting parts of, or appointed by an association as a whole, should be treated as corporate authors of official reports, even though the names of the chairmen, or whole memberships, are given. While it is not the policy in *Psychological Abstracts* to include a chairman's name or to list official committee reports under the name of the chairman, this personal name might be included in parentheses following the corporate name in a manner similar to that shown above in I (b).

**American Psychological Association.** Policy and Planning Board. Annual Report . . . 1948. *Amer. Psychologist*, 1948, 3, 187-192.

**American Psychological Association.** Committee on Ethical Standards for Psychologists. Developing a code of ethics for psychologists. A first report of progress. *Amer. Psychologist*, 1949, 4, 17.

**American Psychological Association.** Division of Clinical and Abnormal Psychology. Newsletter. Vol. 1, No. 1, November, 1947.

Exception: There are certain borderline cases in which there may be justification for using a personal author for committee reports. Such cases depend upon evidence internal to the report. If the report is written so as to make evident its official character and to indicate that all members share responsibility for it, it should be listed with a corporate author. A report evidently written by the chairman alone or by an individual committee member, where shared responsibility of the whole committee is not stated or implied, should be listed with a personal author.

Example 1. A report announcing the appointment of a committee, describing its functions, listing the members, and signed by the chairman.



Crutchfield, Richard S., Chm. Committee on Public Service Standards in Social Psychological Research. *Amer. Psychologist*, 1949, 4, 112-113.

Example 2. An account of earlier official actions, announcement of the appointing of a committee, listing of members, and a description of activities, signed by individuals who had been appointed to form the committee.

Trow, Wm. Clark, Chm., and Carter, Jerry W., Jr. Progress report of the Committee on Psychological Service Centers. *Amer. Psychologist*, 1948, 3, 57-58.

(b) *Of Parts of an Association.* Committees or other sub-groups appointed by organized entities of an association should be listed as corporate authors with the several entities arranged in order from the most general to the most specific.

American Psychological Association. Conference of State Psychological Associations. Committee on Organization of New State Societies. Suggestion on the formation of new state psychological associations. *Amer. Psychologist*, 1948, 3, 101-103.

American Psychological Association. Division of Clinical and Abnormal Psychology. Committee on Post-doctoral Education. Report of the Committee. . . . *Newsletter*, 1948, 1 (7), 10-12.

### III. Association Officials

(a) *General.* Association officials may have personal responsibility for authorship of material semi-official in character, or the responsibility may rest with the office they hold. Annual presidential addresses clearly fall in the former category and present no problem, since the personal author name is always used.

(b) *Executive Secretary.* The annual report of the Executive Secretary rests with the office held, since it is presented as a required official duty of the incumbent of the office. Its content may reflect the incumbent's interest from year to year. As an official report it is perhaps best handled as a corporate entry with personal identification if desired.

American Psychological Association. Executive Secretary (Dael Wolfe). Annual report of the Executive Secretary, 1948. *Amer. Psychologist*, 1948, 3, 503-510.

Other material prepared in the Executive Secretary's office should be so indicated in the publication and treated as a corporate author.

[American Psychological Association. Office of the Executive Secretary.] Stipends for graduate students in psychology, 1949-1950. *Amer. Psychologist*, 1948, 4, 3-16.

*Other Corporate Bodies as Authors.* While the American Psychological Association and other societies frequently present author problems, there are other corporate bodies which must be dealt with. Examples of these indicating only the author are given under the indicated categories in the following. Most of these examples are taken from entries in *Psychological Abstracts* during the past few years. It should be noted that subdivisions are arranged from the most general to the most specific.

#### 1. Governments

Australia. Dept. of Labour and National Service.

Great Britain. Privy Council. Medical Research Council.

Los Angeles (Calif.) County. Superintendent of Schools Office. Division of Research and Guidance.

Maine. Dept. of Education. Division of Curriculum and Instruction.

New York (State). Dept. of Mental Hygiene.

U. S. Adjutant General's Office, Personnel Research Section.

U. S. Children's Bureau.

U. S. Dept. of the Army. Office of the Surgeon General. Clinical Psychology Branch.

U. S. National Institute of Mental Health.

U. S. Strategic Bombing Survey.

#### 2. Institutions

Akron (O.). University.

Bellevue Hospital.

Harvard University. Harvard Laboratory of Ophthalmology.  
Illinois. University.  
Minnesota. University. Industrial Relations Center.  
Perkins Institution for the Blind.  
Vineland Training School.

### 3. *Conferences*

International Conference on Mental Hygiene.  
International Congress of Psychology.  
National Conference on Higher Education.

### 4. *Firms*

Allis-Chalmers Manufacturing Co.  
I. G. Farbenindustrie, A. G.  
Mergenthaler Linotype Co.  
Psychological Corporation.  
Science Research Associates.

### REFERENCES

1. ANDERSON, J. F., AND VALENTINE, W. L. The preparation of articles for publication in the journals of the American Psychological Association. *Psychol. Bull.*, 1944, 41, 345-376.
2. BEETLE, CLARA, Ed. *A.L.A. cataloging rules for author and title entries*. (2nd ed.) Chicago: American Library Association, 1949. xxi, 265 p.

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## Comment

### Should Articles Be Published in Full?

To the Editor:

It is about a year ago that the Council of Representatives of the APA adopted a resolution "that the editors of the APA journals be instructed to recommend to authors that they delete from manuscripts certain materials such as lengthy tables, detailed descriptions of procedure, instructions to subjects, individual protocols, and the like. This section of each article should be sent to the American Documentation Institute for preservation and circulation on request. The purpose of this recommendation is to increase the amount of material available to scholars." Having been able, if only at second hand, to see the results of this resolution, I would like to suggest that while it may succeed in its main purpose, it will almost inevitably have other results which must make anyone who is interested in the development of psychology as a science feel somewhat uneasy.

In justification of this decision, it is maintained that "many articles contain material which is of relatively great importance to the small number of readers who wish to study the article very closely and perhaps to use some of its procedures or detailed findings in their own research, but that a good portion of this material is of relatively little importance to the much larger group of more casual readers." While this may sound plausible to the "casual readers" referred to, it does not seem right that a scientific article, dealing in a worthwhile manner with any important problem, should fail to contain such tables, detailed descriptions of procedure, etc., as will make it possible for the reader to decide whether or not the conclusions arrived at are justified by the evidence. If in every case the serious reader of an article had either to rely on the sagacity of the author, or else go to the trouble of having to order tables and other material from the A.D.I., life would hardly be worth living for those of us who try conscientiously to keep abreast of recent research findings in many different fields!

This general principle, that any scientific publication must carry with it all the documentation necessary for its evaluation, might possibly be relaxed if editors of psychological journals regarded it as part of their function to reject material showing obvious statistical and experimental fallacies. This, unfortunately, is not so. Cronbach, writing in the September 1949 *Psychological Bulletin*, asserts that "perhaps ninety per cent of the conclusions so far published as a result of statistical Rorschach studies are unsubstantiated—not necessarily false, but based on unsound analyses." Presumably, all

these papers should have been rejected, or at least sent back for revision and recalculation, by the editors. Their failure to act as scientific judges of competence of the articles accepted throws the burden entirely on the reader and it seems that, under these circumstances, to take away the reader's only protection, namely, a full statement of procedures and results, cannot but result in the acceptance of many conclusions which would be rejected if all the evidence were easily available.

I do not wish to minimize the problems which confront editors, but it does seem to me that a good deal of space is wasted by printing articles which are: (1) of little scientific value because experimental conditions, faulty sampling, small number of cases, and so forth, make it impossible to establish any conclusions of general validity; (2) of so little general interest and importance that a single line announcement that new norms were available on this and that test and on such and such a population would be quite sufficient; (3) repetitive, either by printing much the same information in a number of different articles, or else by not printing all the information available and relevant in one article but spreading it over several, thus having to state experimental conditions several times as well as having to summarize the contents of former articles—a device particularly prevalent with students and instructors desirous of rapidly increasing their list of publications.

In brief, it appears to me that if editors were ruthlessly to cut down all articles below a very high level of competence and general scientific interest, but would print those accepted in full, with all the documentation necessary for their proper appraisal by the reader, scientific psychology would gain enormously. The policy adopted by the APA Council of Representatives, on the other hand, seems to me to lead down a very slippery slope. I therefore hope sincerely that at a future meeting this policy be reversed and that instead of sending important parts of worthwhile papers to the American Documentation Institute, these be printed in full, and that instead, papers of less general interest and importance be sent to the A.D.I. *in toto*, with perhaps a short announcement of title and contents in the relevant journal.

H. J. EYSENCK  
Maudsley Hospital

### Imbalance in Clinical Psychology

To the Editor:

A mythical account of perverted genesis was once given by the biometrician E. Morton Jellinek. According to him, one occasionally encounters, here on earth,

a "placenta man"—a creature whose parents at birth erringly threw out the baby and kept the placenta. Is it possible that, as we assist at the birth of clinical psychology, we are in danger of making for it the same mistake?

In its new birth some few years ago clinical psychology was potentially both a science and a profession. Its professional implications were evident enough, particularly because the professional contacts, which during World War II did so much to foster it, encouraged these practical aspirations. Afterwards, through the implementation of the VA, the USPHS and lesser agencies, the same emphasis was continued. The scientific implications of clinical psychology were by no means so evident and, lip service to the contrary, the practical demands of the immediate situation where psychologists have worked have, with few exceptions, stunted scientific aims. Moreover—and most important—the amazing support which the APA (often in the persons of its former leading experimentalists!) is according clinical psychology as a profession has not only led to the neglect of scientific interests but contains in it forces positively inimical to its growth as a science.

The imbalance of clinical psychology in favor of its professional superstructure and at the expense of its scientific substructure is the burden of the present message and recommendation.

To seek for the motivations of this imbalance would be pointless. Part of the background would undoubtedly be found in certain accidental historical circumstances already mentioned. Some would be traceable to the irresistible charms of mammon. It is, however, more constructive to assume the natural confusion of purposes to which clinical psychology was heir by its double endowment.

The evidence for the alleged imbalance is as close to hand as the just received agenda for the 1950 meeting of the Council of Representatives (of which the writer is a member) and the supporting documents, mostly in the form of committee reports. The documents in question are numerous—some 26 in number. Of these 26, 19 average a page in length; seven are extensive reports which amount to 80 per cent of the printed bulk. Examining these seven, one finds that every one of them is professional in nature. Their sources are as follows: Board of Examiners in Professional Psychology, Committee on Training in Clinical Psychology (Recommended Standards for Practicum Training), Committee on Standards for Psychological Service Centers, Committee on the Relations of Psychology to Psychiatry, Committee on Ethical Standards for Psychology, Committee on Scientific and Professional Ethics, Committee on Public Relations. The picture conveyed by this survey points unmistakably to the current professional dedication of the APA. The history in Section III of the report of the Committee on the Relation of Psychol-

ogy to Psychiatry summarizes and extols these same innovations.

Two related facts are noteworthy: the chief energies of the APA and of its members have been rather suddenly enlisted to support professional activities and goals; the content of these actions has almost invariably emphasized standards and standardization. This standardizing trend embraces to date the accrediting of training, practicum, and service centers; the certification of individual psychologists; the approval or disapproval of professional behavior; and the prescription of what constitutes an acceptable test. Plans for the future along the same lines are extensive.

However laudable the creation of professional standards may be, it must be evident that to be salutary they must be formulated on the basis of knowledge. Clinical psychology is at present sorely in need of such knowledge. Its fundamental efforts should be towards the increase of such knowledge as a foundation not only for professional application but as a guide to proper professional standards. But the premature creation and enforcement of standards can actually prevent such knowledge from ever coming into existence by interfering with unhampered experimentation.

A case in point is the code of Ethical Standards for the Distribution of Psychological Tests introduced by the Committee on Ethical Standards for APA approval this year. The ethical aims of this code are commendable but it largely ignores the basic fact that a chief unsettled area of clinical psychology today is that of psychodiagnosis. One cannot, for example, group projective methods with psychometric tests. Such treatment of the situation would overlook the fact of our scientific ignorance—our ignorance of what constitutes an adequate projective technique; what reliability, validity, and norms can mean in the field of projective methods, etc. Clinical psychologists are only beginning to recognize, let alone to cope theoretically and experimentally with, these basic issues. How, then, can we expect any set of standards for psychological tests to be practicable? Instead we may reasonably expect that such a code, created on the basis of our meager existing knowledge, would tend to discourage the exploration and experiment that might conceivably supply the very knowledge we lack.

Abuses in the distribution and use of tests obviously occur and should be prevented. There is, for example, ample basis, without untoward scientific implications, for expecting test distributors to withhold their products from untrained and unskilled practitioners. But this type of regulation is very different from the setting up of standards for the investigator who wishes to construct and distribute a psychological device to properly qualified colleagues. Is it not sufficient that these colleagues will recognize the merits or defects of these devices, then accept, reject, or even *improve* upon them!

Control, always fraught with the hazards of abuse, becomes perilous indeed when, based on a little knowledge, it militates inherently against their being more. Herein lies the danger of the proposed Bureau of Standards and Seal of Approval.

A similar case might be made out against any unduly accelerated institution of training standards and practices in clinical psychology. To date the Michigan project indicates that psychologists are not in a position to say what makes a good clinical psychologist. In these circumstances, how can we unabashedly insist upon specific standards of training or of certification? Is there not inherent in such a standardization process, based, as it is, upon acknowledged ignorance, the dubious virtue of perpetuating the limitations of the past as these are embodied in the training accreditors and certifying examiners?

Clinical psychologists are pretty generally agreed that growth is the central concept in personality. Oddly enough it is precisely here—in the area of birth, growth and development—that we are failing to apply what we know to psychology itself. Every psychologist is aware that excessive standardization inhibits the natural potentialities of the child and interferes with his intrinsic wisdom regarding his own development. Hence, the self-demand schedules which pediatricians now recommend in contrast to their earlier rigid regimens. The lesson is clear: Psychologist, heal thyself! Clinical psychology as a science of personality is at long last burgeoning. To set up premature professional standards, based more on aspiration than on knowledge, may seriously impede scientific development.

But what is the alternative to protective standardization? Hazardous experimentation, the normal diet of a growing science. Professional efforts must be brought into proper balance with this fundamental objective. Professional suggestions and recommendations may well be made by appropriate boards and committees, but bureaus of standards and seals of approval are clearly premature. Even the prescription of standards for training programs and professional certification could well be reviewed with a view to greater flexibility and permissiveness.

The problem presented is large in magnitude. It involves a reconsideration of present aims and efforts over the entire field of clinical psychology. To accomplish the needed reevaluation—or, at least, to deliberate on the

need for it—an obvious initial step would be the creation of an APA Committee on the Coordination of the Professional and Scientific Functions of Clinical Psychology. Such a group, composed of both professional and experimental representatives, could consider ways of achieving a better balance between professional and scientific ends and means. Problems of pacemaking and of coordination would initially play a leading part in its deliberations and the promotion of new scientific enterprises would constitute another large share of its concern.

If, without some such provision, we continue in our present pathways, psychology is destined to become a science foreign to personality—as used to be the case—and a profession foreign to science—as should never be the case.

SAUL ROSENZWEIG  
*Washington University*

### Psychology in Argentina

To the Editor:

Psychologists in the United States who have worked and fretted over the problem of getting certification or licensing bills enacted may be interested in learning how much easier it would be if they were dictators. The following clipping appeared in the *Buenos Aires Herald*:

#### SPIRITUALISTIC CENTRES MUST REGISTER

All spiritualistic centres throughout the country, and all similar groups who carry out metaphysical or parapsychological activities with either public or private meetings, will have to register with the Dirección de Psicopatología Social of the Ministry of Public Health within 60 days.

The above department will open a special register covering the activities of each such group of society, with their authorities, and an index of the mediums, with their individual psychological and psychiatric examinations.

It is interesting to note that nobody will be able to attend any spiritualistic centres unless provided with a certificate of mental sanity.—*Buenos Aires Herald*, March 4, 1950.

ALFRED UDOW  
*Foote, Cone & Belding*





RUTH S. TOLMAN

*Chief, Clinical Psychology Training Unit, VA Regional Office, Los Angeles*  
Board of Directors, American Psychological Association

## Across the Secretary's Desk

### THIS YEAR'S APPLICANTS FOR APA MEMBERSHIP

During the year ending on September 15, 1950, a total of 1624 people applied for Associate membership in the APA. Of this number the Board of Directors has elected 1364 and turned down 260 (16 per cent). A study of these 1624 applicants may throw some light on the current state of American psychology and tell us a bit about what kind of an organization is the APA. At the least, a look at these application forms will reveal something about the 1364 people who, on January 1, 1951, will be eligible for the rights and privileges of APA membership.

Every applicant is required to submit certain information about his training, experience, and present employment. Jane Hildreth, here in the central office, has done some counting of certain items in the recorded credentials of (a) a sample of 271 (every fifth case in an alphabetical list) of those upon whom the Board smiled, and (b) all 260 of the rejected applicants. This counting reveals some interesting facts.

The Bylaws say that anyone who wants to belong to the APA can apply under one of four categories. If he has a doctor's degree that is based in part upon a psychological dissertation and is conferred by a graduate school of recognized standing, he may come in under Category I. This year, 12 per cent of the accepted applicants (according to the sample) fell in this category. If he does not have a PhD but has completed two years of graduate work in psychology at a recognized graduate school and is currently devoting full time to work or graduate study that is primarily psychological in nature, he may be admitted under Category II. This year, our sample says, 51 per cent of the accepted applicants belong in Category II and of this number 73 per cent are continuing graduate study. Category III includes those who have completed one full year of graduate study (interpreted as approximately 30 semester hours by the Board) and have had one year of professional work in psychology and are devoting full time to work or graduate study that is primarily psychological in character. Category III this year includes approximately 35 per cent of the accepted applicants.

Of that 35 per cent, if we believe our sample, 14 per cent were in graduate school at the time of application. Category IV is the "distinguished persons" category, covering scientists or educators or other distinguished persons who want to belong to APA. This year 2 per cent of the successful applicants were in Category IV.

Around 60 per cent of our new members, then, have completed at least 2 full years of graduate study. Of this 60 per cent, a number already have their doctorates and perhaps something over half of the remainder are still in graduate school and will persevere to the PhD degree. It is a fair estimate that half of our 1363 new people will eventually have the PhD while the other half are already or soon will be involved, without the alleged benefits of the PhD degree, in making a living in some field of psychology.

Since people who applied in Categories II and III were required to submit transcripts with their applications it is possible to find out something about the content of their training in psychology. Table 1 shows the percentage of our sample of accepted applicants in Categories II and III who have taken courses at the graduate level in several of the "basic" or "core" subjects. And since almost all of the rejected applicants were applying in either Category II or III, the data from their transcripts are available for comparison.

Many members of APA would regard the taking of "basic" courses—experimental, history, statistics, etc.—as absolutely essential for anyone anywhere who is going to do anything at an independent or

TABLE 1  
"Basic" graduate courses in psychology taken by applicants for  
APA membership

Graduate Course	Percentage of Accepted Category II Applicants Taking Courses	Percentage of Accepted Category III Applicants Taking Courses	Percentage of Rejected Applicants Taking Courses
Experimental	53	38	12
Advanced General	29	21	8
History	61	34	13
Statistics	72	52	34
No information (course names lacking)	15	8	9

professional level in psychology. Our facts say that slightly more than half of this year's Category II people have taken graduate courses in experimental and something more than three-fourths of them have taken *either* experimental or advanced general psychology. Approximately three-fourths of them have taken a course in statistics and 60 per cent have formally studied the history of psychology. The Category III people, most of whom are now working somewhere as psychologists, have had even less exposure to the "basic" courses. And the rejected candidates, many of whom probably conceive of themselves as psychologists, have rarely been involved with these "core" courses. There may be some general inaccuracy in Table 1 because of the fact that titles often conceal as much as they reveal about the content of courses. Some of these people may have gotten the "core" material from courses with different titles. It is also the case, perhaps, that those who are still in graduate school are enrolled this fall in one or more of these courses. But these data strongly suggest that we are training and accepting into APA relatively many psychological technicians and relatively few who would be regarded as broadly oriented in psychology. This is the way things seem to be. Maybe it is the way things have to be. Maybe it is the way things *should* be. Before we decide, however, whether these facts are either inevitable or desirable we need more complete information about the training of psychologists and a good deal of intelligent mulling over of our facts.

Our present meager data can throw some additional light on the background of psychologists. Category II people this year had a median of 51-60 semester hours in graduate-level psychology. Those accepted in Category III had a median of 30-40 hours and the rejected applicants had a median of 21-25 hours. These figures show the quantity of formal training that accompanies the quality suggested in Table 1.

We see a further facet of our applicants' backgrounds if we look at the number of graduate institutions they attended. Table 2 shows that about three-fourths of the candidates accepted in Category II received all their training at one graduate school. The people in Category III not only have far fewer hours but tend to accumulate them at a greater number of places. Less than two-thirds of them receive all their training at one school.

TABLE 2

*Number of institutions attended by applicants for APA membership*

Number of Institutions Attended	Accepted in Category II N = 137* Per Cent	Accepted in Category III N = 96* Per Cent	Rejected N = 260 Per Cent
1	72	63	56
2	23	29	29
3	5	3	12
4	.7	5	2
5			.4
	100.7	100	99.4

\* These figures are based on a sample of 271 accepted cases.

Slightly more than half of the rejected candidates receive all their psychology (a median of 21-25 hours) at one place.

These facts suggest that people do a good deal of shopping around for psychology credits. And the facts on the frequency with which they take the "basic" courses suggest that the shoppers are more interested in desserts than in the meat and potatoes of the curriculum. Relatively few of our applicants appear to receive thorough and integrated training in "traditional" psychology.

Table 3 shows what people were doing at the time they applied for membership. The largest number of accepted applicants was attending gradu-

TABLE 3

*Occupations of applicants for APA membership*

Occupations	Accepted in Category II N = 137* Per Cent	Accepted in Category III N = 96* Per Cent	Total Accepted N = 271 Per Cent	Total Rejected Per Cent
Graduate student	73	14	42	19
Teacher	4	12	10	3
Counselor	2	14	7	22
School Psychol.	2	6	5	7
Personnel	2	4	2	2
Industrial	0	1	3	2
Psychometrist	5	18	9	14
Clinical	5	19	10	3
Research	5	6	4	3
Educator	1	6	5	3
Private Practice	0	1	1	6
Unemployed	0	0	1	7
Other	2	0	2.2	8
	101	101	101.2	99

\* Figures based on sample of 271 accepted cases.

ate school. Of those with two or more years of graduate study, about three-fourths were still in graduate training. Only 14 per cent of the people who were accepted on the basis of one year of study and one year of experience were full-time students. Of the remainder in Category III, the most frequent occupations were clinical psychologist, psychometrician, and counselor.

Of the 260 people who were rejected on the basis of inadequate training or inadequate experience, the most frequent occupations were counselor, graduate student (insufficient hours), and psychometrist. It is safe to expect that nearly all the rejected graduate students will become eligible in a year. Perhaps half of the other rejected people will eventually accumulate enough training or gain enough experience to qualify for membership. Nearly all of the latter will continue to earn a living at psychological or near-psychological work of some sort.

These percentages on occupations are essentially in the same proportions as the figures on last year's

applicants, described by Dael Wolfe in the February, 1950, *American Psychologist*.

In summary we can say that this year the APA has taken in approximately 150 people with PhD's in psychology, approximately 500 graduate students who have completed two or more years of study and who are continuing their training, approximately 185 people who have completed two years of study and are now employed as psychologists, and approximately 500 people with one year of graduate study and one year of professional experience, a vast majority of whom are now and will continue to be more-or-less gainfully employed in psychological work. We have rejected about 50 graduate students who do not yet meet the standards for membership, and have turned away something over 200 people who work in psychological or related fields and will continue to do so whether or not they meet the requirements for APA membership.

FILLMORE H. SANFORD

## Psychological Notes and News

Clarence H. Growdon died on May 12, 1950, of a heart attack. He was for 22 years director of research at the Ohio Bureau of Juvenile Research.

Ralph Wagner died on October 29, 1950. He was a project director of the American Institute for Research, University of Pittsburgh.

George Kingsley Zipf died on September 25, 1950. He was a lecturer at Harvard.

John L. Kennedy, chairman of the department of psychology at Tufts College, has been appointed senior social scientist with the RAND Corporation, Santa Monica, California, beginning February 1. Leonard C. Mead is his successor at Tufts.

Douglas W. Bray has been appointed a research associate of the Conservation of Human Resources project of the Graduate School of Business at Columbia University. He was formerly a research associate of the Study of Education at Princeton.

DeWitt Sell, formerly head of the department of psychology, Huntingdon College, Montgomery, Alabama, has accepted a position as psychologist at the Ohio State Reformatory in Mansfield.

Frank W. Hansen, formerly instructor at the Institute of Child Welfare, University of Minnesota, and Peter C. Apostolakis, formerly senior counselor at the College of S.L.A., University of Minnesota, have been appointed lecturers in the department of psychology, University of Minnesota, Duluth Branch.

C. Lee Phillips, formerly of Pennsylvania State College, has been appointed director of the Testing Bureau, University Guidance Center, University of Miami, Coral Gables, Florida.

Charles J. Marsh, formerly dean of admissions and guidance of Golden Gate College, has been appointed personnel director of Varian Associates, an electronic development firm in San Carlos, California.

Donald C. Klein has been appointed senior clinical psychologist at the Berkeley State Mental Hygiene Clinic, California.

The University of Houston announces the following appointments to the staff of the department of psychology: Robert B. Morton, John F. MacNaughton, and Austin Foster as associate professors; and Seymour Fisher, Sidney Cleveland, Daniel E. Sheer, and Richard I. Evans as assistant professors.

At the University of California, Los Angeles, Joseph A. Gengerelli has been appointed chairman of the Department of Psychology. Additional appointments include James C. Coleman, who is devoting his time primarily to the Psychology Clinical School, taking over the work of the late Grace M. Fernald; James W. Degan, who holds a joint appointment in Psychology and Business Administration; Theodore Forbes, who holds a joint appointment in Psychology and Engineering; and Fannie D. Montalto, who is devoting her time primarily to the Psychological Clinic on a U. S. Public Health Service grant.

The Upper Miami Valley Psychological Association was formed on November 14, 1950, with Richard S. Solomon as president, and Scott T. Bowers, Dayton State Hospital, as secretary-treasurer. The organization's members comprise the psychologists located in and around Dayton, Wright-Patterson Air Force Base, Antioch College, Springfield, and adjacent areas.

Emory University has announced that it plans to give the PhD degree in psychology. Major emphasis will be placed on the fields of general and experimental.

Current Trends in Psychological Theory will be the subject of a two-day conference to be held at the University of Pittsburgh on February 23 and 24, 1951. This is the fifth in a series of conferences on current trends in psychology which has been scheduled by the department of psychology at the University of Pittsburgh. The speakers and topics for 1951 are as follows:

Harry F. Harlow. *Learning Theories.*

Robert W. Leeper. *Theories of Personality.*

James J. Gibson. *Theories of Perception.*

W. S. McCulloch. *Brain and Behavior.*



David Krech. *Cognition and Motivation in Psychological Theory*.

David McK. Rioch. *Theories of Psychotherapy*.

Herbert Feigl. *Principles and Problems of Theory Construction in Psychology*.

The Connecticut State Hospital has appointed the following advisory committee to its Psychological Laboratories: David C. McClelland, Wesleyan; Seymour B. Sarason, Yale; and Maria Rickers-Ovsiankina, Connecticut.

The interns for 1950-51 are Murray Blustein, New York University; Ben Bursten, University of Connecticut; Isidore Helfand, Columbia; Zanvel A. Liff, New York University; and Maxwell J. Schleifer, Boston University.

Jules D. Holzberg will supervise the Fourth Connecticut Postgraduate Seminar in Neurology, Psychiatry, and Related Fields of Medicine. Two lectures on each Monday night, from January 8 to February 5, will be given by Irving Janis, Charles E. Henry, Margaret Mead, Neal E. Miller, Samuel H. Flowerman, David C. McClelland, Robert R. Sears, Maria A. Rickers-Ovsiankina, David Rapaport, and Irving L. Child.

The American Board of Examiners in Professional Psychology appointed three University of Minnesota staff members to its examining board when candidates for the diploma of the board were given oral examinations in Chicago, November 16-18, 1950. Starke R. Hathaway was a member of the board examining candidates in clinical psychology. C. Gilbert Wrenn was a member of the examining board in counseling and guidance. As secretary of ABEPP, John G. Darley was a member of the committee making the final selection of candidates for the diploma. A written examination was given December 14-15 in 18 centers in all parts of the country to approximately 40 candidates. —From *Mental Health Progress*, Minnesota Department of Health.

American psychological literature, both periodicals and books, is needed by Austrian universities, in particular by the rejuvenated Psychological Institute in Vienna which lost most of its library during the war. There is a tremendous interest in American psychology in Austria and any donations will be greatly appreciated. Periodicals and books

can be sent either directly to Dr. Hubert Rohrer, Director, Psychological Institute, University of Vienna, Vienna, Austria, or to Mr. George Mandler, Department of Psychology, Yale University, New Haven, Connecticut, for forwarding. Dr. Rohrer will distribute them to various Austrian universities.

Division 17 has changed its official name to the *Division of Counseling and Guidance*.

Corrections should be made in the 1950 *Directory* as follows:

Page 54. Miss Anita C. Granich. There are two entries for Miss Granich. The second one is correct.

Page 79. Mr. Murray R. Kovnar. Change *LLB 50* to *MA 48*.

Page 136. Mr. Irving R. Stone is an *Associate* of Divisions 14, 17, and 19, not a *Fellow*. He is correctly placed in the Division lists in the back of the book.

Page 149. Mr. Henry Weinberg is an *Associate* of Divisions 9 and 12, not a *Fellow*. His status is correctly given in the Division lists.

Lehigh University will need eight new half-time assistants in 1951, three to be appointed in February, and the remaining five in September. These appointments are for graduates with the AB degree, working toward the Master's. Salary, \$1000, tuition free for nine semester-hours of work each semester. Fields: tests and measurements; remedial reading clinic; counseling; experimental laboratory; military research (human design factors); physiological psychology (bio-electrical phenomena). Both men and women will be accepted. Individuals with a practical knowledge of electronics are especially needed. Apply to the Director of Admissions, Lehigh University, Bethlehem, Pennsylvania, stating field of interest.

Assistant professor, starting February 1, PhD with teaching experience at college level; strength in physiological, statistical, and comparative areas desired. Beginning salary \$4000. Apply to Professor George W. Hartmann, Chairman, Department of Psychology, Roosevelt College, Chicago 5, Illinois.

# Convention Calendar

## AMERICAN PSYCHOLOGICAL ASSOCIATION

August 31–September 5, 1951; Hotel Sherman, Chicago, Illinois

*For information write to:*

Dr. Fillmore H. Sanford  
1515 Massachusetts Avenue N.W.  
Washington 5, D. C.

## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

December 26–31, 1950; Cleveland, Ohio

*For information write to:*

Dr. Howard Meyerhoff  
1515 Massachusetts Avenue N.W.  
Washington 5, D. C.

## EASTERN PSYCHOLOGICAL ASSOCIATION

March 30–31, 1951; St. George Hotel, Brooklyn, New York. Meetings will be held on the campus of Brooklyn College

*For information write to:*

Dr. Charles N. Cofer  
Department of Psychology  
University of Maryland  
College Park, Maryland

## MIDWESTERN PSYCHOLOGICAL ASSOCIATION

April 27–28, 1951; Drake Hotel, Chicago, Illinois

*For information write to:*

Dr. David A. Grant  
Department of Psychology  
University of Wisconsin  
Madison, Wisconsin

## SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

March 23–24, 1951; Hotel Roanoke, Roanoke, Virginia

*For information write to:*

Dr. D. Maurice Allan  
Hampden-Sydney College  
Hampden-Sydney, Virginia

## WESTERN PSYCHOLOGICAL ASSOCIATION

April 27–28, 1951; San Jose State College, San Jose, California

*For information write to:*

Dr. Brant Clark  
Department of Psychology

San Jose State College  
San Jose 14, California

## INTER-SOCIETY COLOR COUNCIL

February 28, 1951; Wardman Park Hotel, Washington, D. C.

*For information write to:*

Miss Dorothy Nickerson, Secretary  
Inter-Society Color Council  
Box 155  
Benjamin Franklin Station  
Washington 4, D. C.

## FOURTH INTERNATIONAL CONGRESS ON MENTAL HEALTH

December 11–19, 1951; Mexico City, D. F.

*For information write to:*

Mrs. Grace E. O'Neill  
Division of World Affairs  
National Association of Mental Health  
1790 Broadway  
New York 19, New York

## THIRTEENTH INTERNATIONAL CONGRESS OF PSYCHOLOGY

July 16–21, 1951; Stockholm, Sweden

*For information write to:*

The Secretariat  
Psychological Institute  
Observatoriegatan 8  
Stockholm, Sweden

## ASSOCIATION INTERNATIONALE DE PSYCHOTECHNIQUE

July 24–28, 1951; Gothenburg, Sweden

*For information write to:*

Dr. Franziska Baumgarten-Tramer  
Thunstrasse 35  
Berne, Switzerland

## BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

August 6–12, 1951; Edinburgh, Scotland

*For information write to:*

Professor P. E. Vernon  
Institute of Education  
Malet Street  
London WC 1, England

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